AGENDA
STATE BOARD OF EDUCATION

May 8, 2014

Arkansas Department of Education

ADE Auditorium

10:00 AM

Back Print

Consent Agenda

C-1 Minutes -April 10, 2014

Presenter: *Deborah Coffman*

C-2 Minutes -April 11, 2014

Presenter: *Deborah Coffman*

C-3 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process. To communicate to the members of the State Board on monthly personnel actions. The information is needed to measure the effectiveness of our recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require us to compile statistical information about applicants for employment.

Presenter: *Dr. Karen Walters and Clemetta Hood*

C-4 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 28 school districts covering a total of 44 waivers. There were also requests for long-term substitutes from 19 school districts requesting a total of 30 waivers for long-term substitutes. None of these requests were from a district in academic distress. These requests have been reviewed, have either been approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: *Dr. Karen Walters*

C-5 Progress Report on the Status of Districts Classified in Fiscal Distress

Currently, four districts are classified by the State Board of Education as being in Fiscal Distress. Department staff conducts on-site visits, reviews district financial improvement plans and financial reports, and works with Fiscal Distress districts on issues specific to the individual districts. The four districts in Fiscal Distress are Helena-West Helena, Hughes, Mineral Springs, and Pulaski County Special. The Progress Report on the status of each district contains a District Profile and an Unrestricted Funds Report which includes a summary of revenue and expenditures.

The Department is requesting the State Board of Education to accept this report in compliance with Ark. Code Ann. §6-20-1908(g), which requires the Department to submit an evaluation on the status of each district in Fiscal Distress every six months.

Presenter: *Hazel Burnett and Mike Hernandez*

C-6 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T13-011 – Angela J. Stowell

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed by law. The Professional Licensure Standards Board Ethics Subcommittee is recommending probation of the license for three (3) years; fine of $75; and completion of training concerning state mandated student testing that is in addition to training routinely required of educators for professional development, and that is conducted by the Arkansas Department of Education Student Assessment Office. The training is to be completed by the end of the probationary period, with all costs paid by the educator. Ms. Stowell was notified by letter, dated March 7, 2014, of the recommendation of the Ethics Subcommittee. Ms. Stowell accepted the recommendation on March 19, 2014.

Presenter: *Cheryl Reinhart*

C-7 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-091 – Mark Andrew Clampet

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Mr. Clampet was notified by letter, dated March 6, 2014, of the vote of the Professional Licensure Standards Board Ethics Subcommittee to open an investigation into an allegation that he violated Standard 1. Mr. Clampet surrendered his license on April 9, 2014.

Presenter: *Cheryl Reinhart*

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-165 – Grant Cummings Rader

Violation of Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship. Mr. Rader was notified on June 19, 2013 of the vote of the Professional Licensure Standards Board Ethics Subcommittee to open an investigation into an allegation that he violated Standard 4. Mr. Rader surrendered his license on February 14, 2014.

Presenter: *Cheryl Reinhart*

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-172 – Stacey Lynn Jones

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee is recommending a written warning by the State Board of Education. Ms. Jones was notified by letter, dated February 13, 2014, of the recommendation of the Ethics Subcommittee. Ms. Jones accepted the recommendation on March 12, 2014.

Presenter: *Cheryl Reinhart*

C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-049 – Christie Kay Stockburger

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the

classroom. The Professional Licensure Standards Board Ethics Subcommittee is recommending a written warning by the State Board of Education. Ms. Stockburger was notified by letter, dated March 14, 2014, of the recommendation of the Ethics Subcommittee. Ms. Stockburger accepted the recommendation on March 31, 2014.

Presenter: *Cheryl Reinhart*

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-052 – Ralph Derwood Phillips

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee is recommending a written reprimand by the State Board of Education and a fine of $50. Mr. Phillips was notified by letter, dated March 14, 2014, of the recommendation of the Ethics Subcommittee. Mr. Phillips accepted the recommendation on March 18, 2014.

Presenter: *Cheryl Reinhart*

C-12 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-062 – Adrianne Carey

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee is recommending a written reprimand by the State Board of Education and a fine of $50. Ms. Carey was notified by letter, dated March 17, 2014, of the recommendation of the Ethics Subcommittee. Ms. Carey accepted the recommendation on March 22, 2014.

Presenter: *Cheryl Reinhart*

C-13 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-166 – John Franklin Bowman

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee is recommending suspension of his license for two (2) years and a fine of $100. Mr. Bowman was notified by letter, dated March 14, 2014, of the recommendation of the Ethics Subcommittee. Mr. Bowman accepted the recommendation on April 9, 2014.

Presenter: *Cheryl Reinhart*

Action Agenda

A-1 Consider Removal of Mineral Springs School District from Fiscal Distress Classification and State Control (reconstitution) effective October 1, 2014

The Mineral Springs School District was classified in Fiscal Distress for 2012-2013 school year. The Department has conducted site visits, off-site assistance, and analysis of the financial status of the Mineral Springs School District. The Department is reporting that the Mineral Springs School District has currently corrected all criteria for being removed from Fiscal Distress. The Department recommends the Mineral Springs School District be removed from Fiscal Distress and state control (reconstitution) effective October 1, 2014, (after a school board is elected and receives training). Upon the Board's approval of the Department's recommendation and in compliance with Ark.Code Ann. § 6-20-1908 (c), the Department will certify, in writing to the Mineral Springs School District, that the school district has corrected all criteria for being classified as being in Fiscal Distress and has complied with all the Department recommendations and requirements for removal from Fiscal Distress. Subsequent to a district receiving this notice of compliance, the district may petition the State Board for removal from Fiscal Distress status. Included in this item is a letter from the Mineral Springs School District petitioning the State Board for removal from Fiscal Distress status.

Presenter: *Mike Hernandez and Dr. Tom W. Kimbrell*

A-2 Classification of District in Fiscal Distress - Hector

Pursuant to Ark. Code Ann. §6-20-1905, the Hector School District received notice by certified mail as being identified by the Arkansas Department of Education (ADE) for Fiscal Distress status. The identification, recommendation for classification, and any appeal would be presented at the May 8, 2014, State Board meeting. The District was informed in the March 14, 2014 identification letter that they could not incur any future debt obligations without prior written approval from ADE. The deadline for appeal was April 16, 2014 and no appeal was filed. The Department recommends that Hector School District be classified as being in Fiscal Distress as of May 8, 2014.

Presenter: *Hazel Burnett and Mike Hernandez*

A-3 Classification of District in Fiscal Distress - Lee County

Pursuant to Ark. Code Ann. §6-20-1905, the Lee County School District received notice by certified mail as being identified by the Arkansas Department of Education (ADE) for Fiscal Distress status. The identification, recommendation for classification, and any appeal would be presented at the May 8, 2014, State Board meeting. The District was informed in a March 28, 2014 identification letter that they could not incur any future debt obligations without prior written approval from ADE. The deadline for appeal was April 30, 2014. As of April 21, 2014, no appeal had been filed. The Department recommends that Lee County School District be classified as being in Fiscal Distress as of May 8, 2014.

Presenter: *Hazel Burnett and Mike Hernandez*

A-4 Consideration of the Proposed Voluntary Annexation of the Norphlet School District with the Smackover School District

In April 2014, the Norphlet School District and Smackover School District petitioned the State Board of Education to approve the voluntary annexation of the Norphlet School District to the Smackover School District. The State Board of Education may consider the voluntary annexation pursuant to Ark. Code Ann. § 6-13-1401 et seq.

Presenter: *Lori Freno*

A-5 Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendment: Academic Center of Excellence, Cabot School District

The State Board of Education approved the application for the Cabot School District to operate the Academic Center of Excellence on March 8, 2004. The charter is approved to serve students in grades 7-12 with a maximum enrollment of 500. Representatives of the Cabot School District appeared before the Charter Authorizing Panel on April 16, 2014, and requested an amendment to the current charter. The Panel unanimously approved the request. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's June 2014 meeting.

Presenter: *Mary Perry*

A-6 Hearing for Open-Enrollment Public Charter School Amendment Request: Quest Middle School of West Little Rock, Little Rock, Arkansas

On November 14, 2013, the Charter Authorizing Panel approved the application for Quest Middle School of West Little Rock to open in 2014-2015 and serve students in grades 6-12 with a maximum enrollment of 490. On January 10, 2014, the State Board of Education held a hearing and confirmed the Panel's decision to approve the charter. On March 21, 2014, the Charter Authorizing Panel unanimously approved an amendment request for Quest Middle School of West Little Rock to change the location for the charter school from 1815 Rahling Road, Little Rock 72223, to 400 Hardin Road, Little Rock 72211. Pursuant to Ark. Code Ann. § 6-23-701 et seq., the Little Rock School District and the Pulaski County Special School District requested that the State Board of Education review the Panel's decision and the Board voted 6-1, at its meeting on April 10, 2014, to conduct a hearing to review the Panel's decision.

Presenter: *Mary Perry*

A-7 Consideration for Emergency Adoption: 2014 Open Enrollment Charter Application

The 2014 Open Enrollment Application includes additional prompts suggested by the Charter Authorizing Panel and updates the submission deadline for the 2014 application cycle.

Presenter: *Kendra Clay*

A-8 Consideration for Approval - American Sign Language appendix to Modern Languages Frameworks I-IV

Arkansas Code Annotated § 6-16-142 (passed by the Arkansas General Assembly as Act 328 of 2013) authorized Arkansas public high schools to offer American Sign Language for foreign language credit, giving ASL equal status with other foreign languages offered in our public schools. To implement the law, the Curriculum and Instruction unit convened a committee of educators and ASL interpreters to develop a curriculum framework. The committee included the coordinator of the ASL interpreter training program at the University of Arkansas at Little Rock, a teacher from the Arkansas School for the Deaf who is herself deaf and whose first language is ASL, a special education teacher with experience working with students who are deaf, and two ASL interpreters who serve in Arkansas school districts. Four of the state's five ACTAAP regions were represented. Building from the recently revised and adopted Modern Languages I-IV framework and using as examples the appendices to that framework for Chinese, German, and Russian, the committee developed an appendix to guide instruction in ASL. It was the unanimous opinion of the committee members that a separate framework was unnecessary, and that an appendix similar to those of the other languages mentioned would suffice. The committee reviewed several documents containing guidance on teaching ASL. These documents included curricular documents from the American Sign Language Teachers Association, Gallaudet University, and several U.S. states and Canadian provinces. (Note that while ASL is used in both the United States and Canada; it is not used in the United Kingdom, South Africa, Australia, or New Zealand, each of which has its own sign language. It is also noteworthy, however, that many foreign countries are turning to ASL to serve their own deaf populations, and that ASL has thus gained international significance.) Our next steps in this process are 1) to work with the ADE Licensure Unit to develop an appropriate path to licensure, including the selection of an appropriate Praxis or other professional test to ensure our teachers are qualified to teach ASL, 2) to work through the Licensure Unit with the Department of Higher Education to assist in developing ASL teacher training programs, and 3) to work with educators across Arkansas to make them aware of the new course offering and to offer assistance as needed to implement this course. The Curriculum and Instruction Unit is excited to offer to the Board today for approval the ASL appendix to the Modern Languages Curriculum Framework, which opens an entirely new field of learning for our students.

Presenter: *Dr. Tracy Tucker*

A-9 Consideration for Public Comment: 2014 Open Enrollment Charter New Application

The 2014 Open Enrollment Application includes additional prompts suggested by the Charter Authorizing Panel and updates the submission deadline for the 2014 application cycle.

Presenter: *Kendra Clay*

A-10 Consideration for Final Approval: Emergency Rules Governing the Teacher Excellence and Support System

The Department recommended changes to the Arkansas Department of Education Rules Governing the Teacher Excellence Support System (TESS) to implement changes made to the Arkansas Code under Act 709 of the Regular Session of 2013 and update other provisions. Because the PARCC assessments and TESS implementation begin with the 2014-2015 school year, schools and educators need to be able to plan for the TESS implementation and to

participate effectively in ongoing TESS professional development. Therefore, the Department staff respectfully requests that the State Board grant adoption of the emergency rule with an effective date of July 1, 2014.

Presenter: *Cheryl Reinhart and Ivy Pfeffer*

A-11 Consideration for Public Comment: Proposed Rules Governing the Teacher Excellence and Support System (TESS)

The Department recommends changes to the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System to implement Act 709 of the 2013 Regular Session of the Arkansas General Assembly and update other provisions. The Department staff respectfully requests the State Board authorize the release of the proposed rules for public comment.

Presenter: *Cheryl Reinhart*

A-12 Consideration for Public Comment: ADE Rules Governing Consolidation and Annexation of School Districts

Act 1073 of 2013 made minor revisions to Arkansas laws related to the consolidation and annexation of school districts. The current rules should be revised to be in accordance with the Arkansas Code. Arkansas Department of Education staff respectfully requests the State Board of Education approve the revised rules for public comment.

Presenter: *Lori Freno*

A-13 Consideration for Final Approval: Arkansas Department of Education Rules Governing School District Requirements For Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

The Department recommended changes to these rules because Acts 228 and 1073 of 2013 (codified in Ark. Code Ann. §§ 6-11-129 and 6-17-201) added requirements related to school districts' posting of information on their websites, and required the ADE to notify school districts that fail to post certain information. This Board released the proposed rules for public comment on February 13, 2014. Public comments were received and considered, resulting in minor non-substantive changes to the proposed rules. The Department respectfully requests that this Board adopt these rules as final.

Presenter: *Lori Freno*

A-14 Consideration for Final Approval: ADE Rules Governing Parental Involvement Plans

The proposed revisions include changes made necessary by Act 1423 of 2013. The State Board approved the proposed revisions for public comment on March 20, 2014. ADE staff conducted a public hearing on the proposed changes on April 14, 2014. The public comment period expired on April 22, 2014. Written comments were received, and a typographical change was made to the rules. ADE staff respectfully requests the State Board give final approval to these rules.

Presenter: *Kendra Clay*

Reports

Report-1 Nominating Committee Report

Presenter: *Alice Mahony, Committee Chair*

Minutes
State Board of Education Meeting
Thursday, April 10, 2014

The State Board of Education met Thursday, April 10, 2014, in the auditorium of the Department of Education building. Chair Brenda Gullett called the meeting to order at 10:02 a.m.

Present: Brenda Gullett, Chair; Sam Ledbetter, Vice-Chairman; Alice Mahony; Dr. Jay Barth; Vicki Saviers; Toyce Newton; Diane Zook; Alexia Weimer, Teacher of the Year; and Dr. Tom Kimbrell, Commissioner.

Present via conference call: Mireya Reith

Absent: Joe Black

Consent Agenda

Ms. Mahony asked to pull C-6 from the consent agenda.

Dr. Barth moved, seconded by Ms. Zook, to approve the consent agenda less C-6. The motion carried unanimously.

Mr. Ledbetter moved, seconded by Ms. Newton to expunge the passage of the consent agenda. The motion carried unanimously.

Mr. Ledbetter requested C-8 be pulled from the consent agenda.

Mr. Ledbetter moved, seconded by Ms. Mahony to approve the consent agenda less C-6 and C-8. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes -March 20, 2014
- Minutes -March 21, 2014
- Minutes -March 28, 2014
- Newly Employed, Promotions and Separations
- Review of Loan and Bond Applications
- Consideration for Awarding Waiver Days - Bergman School District
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case#13-029 – Michelle Williams Abernathy
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-158 – Louis Henry Wallman
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-173 – Douglas Otto Caldwell
- Consideration of the Voluntary Surrender of Arkansas Educator's License

– Case #13-181 and Case #14-092 – Jacqueline Nichole Winberry
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T14-001– James Eric Henry
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-032 – Christopher Bradley Thompson
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-044 – Callie Marie Langley

Action Agenda

C-6 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309.

Ms. Zook made a motion, seconded by Dr. Barth, to approve the report on waivers to school districts for teachers teaching out of area for longer than thirty (30) days, Ark. Code Ann. §6-17-309. The motion carried unanimously.

C-8 Consideration for Awarding Waiver Days - North Little Rock School District

Commissioner Kimbrell said the North Little Rock School District requested a waiver of the 178 days of instruction by allowing the district to make up 1.5 instructional days at an alternative time. Dr. Kimbrell said he is concerned that this waiver request does not fit into the guidelines provided to other districts.

Mr. Kelly Rodgers, Superintendent of North Little Rock School District, said the district requested to make up the 4 hours and 40 minutes of instructional time that was missed due to two late starts and one early dismissal due to inclement weather.

Ms. Mahony made a motion, seconded by Mr. Ledbetter, to deny the inclement weather waiver request from North Little Rock School District. Ms. Zook voted no. The motion carried.

A-1 Consider Removal of Western Yell County School District from Fiscal Distress Classification effective April 10, 2014

Assistant Commissioner Mike Hernandez said the Western Yell County School District was classified in Fiscal Distress for the 2012-2013 school year. The Department conducted on-site technical evaluations and assistance, off-site assistance, and analysis of the financial status of the Western Yell County School District. The Department reported that the Western Yell County School

District has currently corrected all criteria for being removed from Fiscal Distress. The Department recommended removal of the Western Yell County School District from Fiscal Distress effective April 10, 2014. The Board was requested to accept and approve this petition in compliance with Ark. Code. Ann.§6-20-1908(c), which requires a District in Fiscal Distress to petition the State Board of Education for removal from Fiscal Distress status after the Department has certified in writing that the school district has corrected all criteria for being classified in Fiscal Distress and has complied with all Department recommendations and requirements for removal from Fiscal Distress.

Mr. Ledbetter made a motion, seconded by Ms. Newton, to approve removal of Western Yell County School District from fiscal distress classification effective April 10, 2014. The motion carried unanimously.

A-2 Petition by the Augusta School District to Close the Cotton Plant Elementary School

Department General Counsel Jeremy Lasiter said on February 19, 2014, the Augusta School District petitioned the State Board of Education for an order to close the Cotton Plant Elementary campus. The State Board of Education considered this petition pursuant to Ark. Code Ann. § 6-20-602(b)(2) and the Arkansas Department of Education Rules Governing the Closure of Isolated Schools.

Dr. Ray Nassar, Superintendent of Augusta School District, spoke in favor of closing the Cotton Plant Elementary School. Mr. Jesse Jones, city councilman, spoke in opposition to closing the Cotton Plant Elementary School.

Ms. Newton made a motion, seconded by Ms. Reith, to approve the petition by the Augusta School District to close the Cotton Plant Elementary School. Ms. Mahony voted no. The motion carried.

A-3 Consideration of the Involuntary Administrative Consolidation of the Stephens School District into One (1) or More School Districts

Department General Counsel Jeremy Lasiter said pursuant to Ark. Code Ann. § 6-13-1601 et seq., the State Board of Education shall administratively consolidate the Stephens School District with or into one (1) or more school districts by May 1, 2014 to be effective July 1, 2014. The Stephens School District's average daily membership fell below three hundred fifty (350) students for the 2011-2012 and 2012-2013 school years. The Stephens School District did not submit a voluntary petition for administrative consolidation or annexation. The Attorney General provided an advisory opinion. Mr. Lasiter outlined the options available to the Board.

Attorney Clay Fendley, representing Stephens School District, said the best interest of the students would be served by keeping the Stephens campus open by consolidating with the Nevada County School District.

Mrs. Terry Teutshe spoke in opposition to the consolidation with Nevada County. She said she supports the tri-county proposal.

Commissioner Kimbrell said the desegregation and any consolidation order would have to be reviewed by the presiding federal court.

Ms. Patsy Hughey, Superintendent of Stephens School District, spoke in favor of consolidation with Nevada County School District.

Mr. Harry Brown, mayor of Stephens, asked the Board to consider keeping the Stephens campus open.

Mr. Fendley said he continued to advance all arguments included in the proposal and he requested the Board consolidate Stephens with Nevada County School District.

Ms. Whitney Moore, attorney representing the Camden Fairview School District, Nevada County School District and Magnolia School District, asked the Board to consider that the Stephens School District be involuntarily consolidated with the three districts along county lines. She said Nevada County is not supportive of consolidation with Stephens School District and Nevada County only.

Mr. Henry Moore, Mayor of McNeil, asked the Board to do what is best long term for McNeil students.

Upon a request from the Board, Dr. Kimbrell made a recommendation to the Board to consolidate the Stephens School District along county lines with the Camden Fairview, Magnolia, and Nevada School Districts. Dr. Kimbrell provided a written recommendation to the State Board, which addressed the specifics of the proposed consolidation.

Mr. Ledbetter made a motion, seconded by Dr. Barth, for immediate consideration of the action agenda item. The motion carried unanimously.

Dr. Barth made a motion, seconded by Ms. Saviers, to approve the involuntary administrative consolidation of the Stephens School District into three school districts, as itemized in the Department's recommendation. Mr. Ledbetter, Dr. Barth, Ms. Reith, Ms. Saviers, and Ms. Zook voted yes. Ms. Mahony and Ms. Newton voted no. The final vote was 5-2. The motion carried.

A-4 Consideration of Report and Recommendations from the Special Board Committee- Lee County School District

Ms. Vicki Saviers, Chair of Special Board Committee, said on March 28, 2014 at the Special Board Meeting, Chair Gullett appointed a special committee to study chronically underperforming school districts. Chair Gullett requested Ms. Saviers, Ms. Newton, and Mr. Ledbetter serve on the special committee, with Ms. Saviers serving as chair of the committee. The Special Committee met Monday, April 7, in the ADE Auditorium.

Ms. Saviers said many people attended the meeting. She said the committee heard about the wonderful students in Lee County and how eager the students are to learn. She said the district has demonstrated limited progress. She said due to fiscal issues, the district will need to reduce staff to meet the budgetary restrictions. The committee was pleased to have an honest conversation about the data. She said the committee met Wednesday, April 9, to write the report that was submitted to the Board.

Ms. Newton said this approach was very helpful to have the time to talk with people about school progress. She said it is the responsibility of all to ensure students have the opportunity to learn and progress.

Superintendent Willie Murdock disagreed with an item in the report stating that transcripts and the master schedule were previous issues.

Ms. Saviers made a motion, seconded by Ms. Newton, to remove the school board and superintendent pursuant to Arkansas Code.

Mr. Ledbetter made a substitute motion, seconded by Dr. Barth, to remove the Lee County School District board of directors and to place the district under the direction of the Commissioner, but not remove the superintendent. Ms. Zook, Ms. Reith, Dr. Barth, Mr. Ledbetter, and Ms. Gullett voted yes. Ms. Saviers and Ms. Newton voted no. Ms. Mahony abstained. The motion passed.

A-5 Consideration to Decrease the School Board Membership for Ouachita School District

Department General Counsel Jeremy Lasiter said on March 21, 2014, the Ouachita School District petitioned the State Board of Education to reduce the size of its board of directors from seven (7) members to five (5) members pursuant to Ark. Code Ann. § 6-13-634. He said upon a showing that the decrease in the number of board members will be for the benefit of the Ouachita School District; the State Board of Education may enter an order to decrease the number of directors for the Ouachita School District to five (5) members.

Mr. Ron Kissire, Superintendent of Ouachita School District, said the district requests to reduce the board members from seven to five because of the small size of the district.

Mr. Ledbetter explained he is no relation to any of the Ouachita school board members with the same name.

Mr. Ledbetter made a motion, seconded by Ms. Newton, to approve the decrease of the school board membership for Ouachita School District from seven members to five members. The motion carried unanimously.

A-6 Consideration of Adoption of the Next Generation Science Standards

Director of Curriculum and Instruction Dr. Tracy Tucker said a comprehensive timeline and a set of the Next Generation Science Standards (NGSS) were submitted to the Arkansas State Board of Education (SBE). She said in 2011, the SBE voted to delay the state-required revision of the Arkansas Science Curriculum Frameworks for two years in lieu of the development of the NGSS and the commitment Arkansas made to engage in this work as a NGSS lead state. While working throughout the development of the NGSS, the ADE facilitated a broad-based committee to provide input, feedback, and suggestions on drafts of the work. The final version of the NGSS was released in April 2013. She said after this release, the Curriculum and Instruction Unit seated another committee of educators to review the final NGSS and complete tasks to inform the state-level work when moving forward with a request for adoption. A majority of this committee (88%) felt that these standards were better than the current Arkansas Science Curriculum Frameworks and all members of the committee noted that these standards were supportive of the work in Arkansas around STEM. Dr. Tucker said this same committee noted that Arkansas will need to see more science education in the earlier grades, more emphasis on engineering and technology, and more focus on developing scientifically literate students. Dr. Tucker, on behalf of the Curriculum and Instruction Unit in the Division of Learning Services, requested the Board consider the NGSS for adoption in Arkansas. She said if adopted the Department would begin additional work with the standards to create a new set of K-12 science curriculum frameworks that will replace the current Arkansas Science Curriculum Frameworks. She presented a timeline that referenced the work schedule to prepare for implementation of these new standards including creating professional development for educators to prepare for the new standards, constructing supporting tools and materials for schools to assist in implementation, developing high school courses aligned to the new standards, and updating assessments to measure the new standards.

Dr. Tucker introduced the leadership team, Science Specialist Michele Snyder, Science Program Manager Cathy Mackey, and Assessment Specialist Jimmy Blevins, who will collaborate to lead the science work. She said the team will

report periodically to the Board on the stages of the work.

Ms. Saviers made a motion, seconded by Ms. Zook, to endorse the Next Generation Science Standards plan. The motion carried unanimously.

A-7 End-of-Semester Reviews of Open-Enrollment Public Charter Schools in the Initial Year of Operation: Northwest Arkansas Classical Academy, Premier High School of Little Rock, and Quest Middle School of Pine Bluff

Charter School Director Mary Perry said Ark. Code Ann. § 6-23-406 required the Department to conduct an end-of-semester review of each open enrollment public charter school in its initial school year of operation and report to the State Board on the charter school's overall financial condition and condition of student enrollment. She said at the March 20, 2014 State Board of Education meeting, the Board pulled the report from the consent agenda and requested a follow-up discussion.

Dr. Edwin Strickland, State Director for Responsive Education Solutions, said the attendance numbers included students who did not show up for school. The school decided not to recruit more students because the enrolled students required much intervention. Mr. James Taylor, CFO for Responsive Education Solutions, said the organization will recruit additional students for next school year. He said the organization is committed to these schools and will not close these schools.

Dr. Barth made a motion, seconded by Ms. Newton, to accept the report of the end-of-semester reviews of open-enrollment public charter schools in the initial year of operation for Northwest Arkansas Classical Academy, Premier High School of Little Rock, and Quest Middle School of Pine Bluff. The motion carried unanimously.

A-8, A-9, A-10, A-11, and A-13 were considered together.

A-8 Charter Authorizing Panel Action on Request for Open-Enrollment Public Charter School Amendments: Arkansas Virtual Academy (ARVA)

A-9 Charter Authorizing Panel Action on Request for Open-Enrollment Public Charter School Amendments: Benton County School of the Arts

A-10 Charter Authorizing Panel Action on Request for Open-Enrollment Public Charter School Amendment: Northwest Arkansas Classical Academy

A-11 Charter Authorizing Panel Action on Request for Open-Enrollment Public Charter School Amendment: Premier High School of Little Rock

A-13 Charter Authorizing Panel Action on Request for Open-Enrollment Public Charter School Amendment: Quest Middle School of Pine Bluff

Ms. Newton made a motion, seconded by Ms. Saviers, to not review the Charter Authorizing Panel Action on the Open-Enrollment Public Charter School Amendments for Arkansas Virtual Academy (ARVA), Benton County School of the Arts, Northwest Arkansas Classical Academy, and Quest Middle School of Pine Bluff. The motion carried unanimously.

A-12 Charter Authorizing Panel Action on Request for Open-Enrollment Public Charter School Amendment: Quest Middle School of West Little Rock

Charter School Director Mary Perry said the Charter Authorizing Panel approved the application for Quest Middle School of West Little Rock on November 14, 2013. The charter was approved to open in the 2014-2015 school year and to serve students in grades 6-12 with a maximum enrollment of 490. On March 21, 2014, Quest Middle School of West Little Rock appeared before the Charter Authorizing Panel and requested an amendment to the current charter. She said the panel unanimously approved the amendment requested by Quest Middle School of West Little Rock. Pursuant to Ark. Code Ann. § 6-23-701 et seq., the Little Rock School District and the Pulaski County Special School District requested the Board conduct a hearing at a future meeting to review the decision made by the Charter Authorizing Panel.

Mr. Chris Heller, attorney for LRSD, requested the Board review the CAP action.

Mr. James Taylor, CFO for Responsive Education Solutions, asked the Board to not review the CAP action.

Dr. Barth made a motion, seconded by Ms. Mahony, to review the Charter Authorizing Panel Action on the Open-Enrollment Public Charter School Amendments for Quest Middle School of West Little Rock. Mr. Ledbetter, Dr. Barth, Ms. Mahony, Ms. Newton, Ms. Reith, and Ms. Saviers voted yes. Ms. Zook voted no. The final vote was 6-1. The motion carried.

A-14 Consider Recommendation of New Praxis Physical Education and Health Test

Public School Program Advisor for the Office of Educator Effectiveness Michael Rowland reported that Educational Testing Service (ETS) facilitated a test review for Arkansas physical education and health faculty on Thursday, February 27, 2014. Representatives from ETS, including one physical education and health

specialist, reviewed test data from a 2013 ETS multi-state standard setting study for the Praxis™ Health and Physical Education: Content Knowledge (5857) and from a 2010 ETS multi-state standard setting study for the Praxis™ Physical Education: Content and Design (5095). At its January 2014 meeting, the State Board of Education (SBE) followed the ADE recommendation to replace the Praxis™ Health and Physical Education: Content Knowledge (5856) with the Praxis™ Health and Physical Education: Content Knowledge (5857) with a passing score of 160 effective September 1, 2014; however, after reviewing test data, the PE and health faculty recommend adopting the -1 standard error of measurement (SEM) score of 155 as the passing score for PE and Health educator licensure. He reported a SEM represents the uncertainty associated with a test score allowing states flexibility to choose a score higher or lower than the study value (passing score). At its September 2010 meeting, the SBE adopted the Praxis™ Physical Education: Content and Design (5095) with a cut score of 169 that went into effect January 1, 2011. Representatives from ETS suggested that using both the Praxis™ Health and Physical Education: Content Knowledge (5857) and the Praxis™ Physical Education: Content and Design (5095) was unnecessary since both tests covered the same general physical education and health content competencies. Two recommendations resulted from the PE and health faculty meeting: (1.) Adopt the -1 Standard Error of Measurement (SEM) score of 155 (on a 100 - 200 scale) instead of the study value of 160 for the Praxis™ Health and Physical Education: Content Knowledge (5857), and (2.) Drop the Praxis™ Physical Education: Content and Design (5095).

Dr. Barth made a motion, seconded by Ms. Mahony, to approve the New Praxis Physical Education and Health Test. The motion carried unanimously.

A-15 Consider Recommendation of New Praxis Music Licensure Test

Public School Program Advisor for the Office of Educator Effectiveness Michael Rowland said at its February 2012 meeting, the State Board of Education followed the ADE recommendation to replace three (3) Praxis™ music tests, the Praxis™ Music: Concepts and Processes (0111)*, the Praxis™ Music: Analysis (0112), and the Praxis™ Music: Content Knowledge (0113), with the Praxis™ Music: Content and Instruction (5114) effective September 1, 2012. Arkansas's current pass rate on the Praxis™ Music: Content and Instruction (5114) is 50.27%. To address the low pass rate, Educational Testing Service (ETS) facilitated a test review for Arkansas music education faculty on Thursday, January 9, 2014. The following consensus was reached as the best option for Arkansas's educator licensure exam in music: (1.) Drop the current Praxis™ Music: Content and Instruction (5114), which contains 84 multiple-choice questions, 22 based on recorded musical excerpts, and 3 constructed response questions, and (2.) Adopt the Praxis™ Music: Content Knowledge (5113), which contains 120 four-option multiple-choice questions; 30 based on recorded

musical excerpts. The study value (recommended passing score) from a 2011 ETS multi-state standard setting study for the Praxis™ Music: Content Knowledge (5113), which included three Arkansas music educators, is 161 with a -1 Standard Error of Measurement (SEM) score of 157 (on a 100 - 200 scale). He reported a SEM represents the uncertainty associated with a test score allowing states flexibility to choose a score higher or lower than the study value. The ADE recommended dropping the Praxis™ Music: Content and Instruction (5114) and adopting the Praxis™ Music: Content Knowledge (5113) with a cut score of 157 effective immediately. Candidates may continue to take the current Praxis™ Music: Content and Instruction (5114) with a cut score of 162 until December 31, 2014.

Ms. Zook made a motion, seconded by Ms. Newton, to approve the New Praxis Music Licensure Test. The motion carried unanimously.

A-16 Consideration for Emergency Adoption: Proposed Revisions to the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program

Department General Counsel Jeremy Lasiter said Acts 600, 1073, 1081 and 1429 of 2013 resulted in several revisions to Arkansas laws related to the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program. The proposed revisions include revisions made necessary by the above-listed acts. He said the rules include relevant language from the current Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation. Department staff recommended the combination of the ACTAAP and End-of-Course rules and that the existing End-of-Course rules be repealed. Department staff requested the State Board of Education grant emergency adoption to the proposed rules.

The Board discussed many items in the rules. Ms. Mahony noted two areas for revision. Mr. Lasiter said the emergency rules lasts four months.

Ms. Mahony made a motion, seconded by Ms. Zook, to table for additional study, review and revision of the proposed revisions to the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program.

Ms. Mahony and Ms. Zook withdrew their motion and second.

Mr. Ledbetter made a motion, seconded by Ms. Saviers, to approve for emergency adoption with immediate revisions to the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment

and Accountability Program and the Academic Distress Program. The motion carried unanimously.

A-17 Consideration for Emergency Adoption: Rules Governing Professional Development

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said the Department recommended changes to the Arkansas Department of Education Rules Governing Professional Development to implement changes made to the Arkansas Code regarding professional development under Act 2 of the First Extraordinary Session of 2013. Because the effective date of the rule is July 1, 2014, and school districts are planning now for the 2014-2015 school year professional development, the Department requested the State Board grant emergency adoption of the proposed rule.

Dr. Barth made a motion, seconded by Ms. Saviers, to approve for emergency adoption the Rules Governing Professional Development. The motion carried unanimously.

The Board considered A-18, A-19, A-20, A-21, and A-22 together.

A-18 Consideration for Public Comment: Proposed Revisions to the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program

A-19 Consideration for Public Comment: Proposed Repeal to the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation

A-20 Consideration for Public Comment: Proposed Revisions to the Arkansas Department of Education Rules Governing the Fiscal Assessment and Accountability Program

A-21 Consideration for Public Comment: Arkansas Department of Education Rules Governing Public Charter Schools

A-22 Consideration for Public Comment: Proposed Rules Governing Professional Development

Dr. Barth made a motion, seconded by Mr. Ledbetter, to approve for public comment the proposed revisions to the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program with immediate revisions, proposed repeal to the Arkansas Department of Education Rules Governing

Public School End-of-Course Assessments and Remediation, proposed revisions to the Arkansas Department of Education Rules Governing the Fiscal Assessment and Accountability Program, proposed Arkansas Department of Education Rules Governing Public Charter Schools, and the proposed Rules Governing Professional Development. The motion carried unanimously.

The Board considered A-23, A-24, A-26, A-27 and A-29 together.

A-23 Consideration for Final Approval: Arkansas Department of Education Rules Governing the School Worker Defense Program Advisory Board

A-24 Consideration for Final Approval: Arkansas Department of Education Rules Governing the Digital Learning Act of 2013

A-26 Consideration for Final Approval: Arkansas Department of Education Rules Governing Schools of Innovation

A-27 Consideration for Final Approval: Proposed Rules Governing Nontraditional Licensure Programs

A-29 Consideration for Final Approval: Proposed New Policies Governing Programs for Educator Licensure Offered by Institutions of Higher Education in Arkansas

Ms. Saviers made a motion, seconded by Ms. Newton, to approve the Arkansas Department of Education Rules Governing the School Worker Defense Program Advisory Board, the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013, the Arkansas Department of Education Rules Governing Schools of Innovation, and the Rules Governing Nontraditional Licensure Programs. The motion carried unanimously.

A-25 Consideration for Final Approval: Arkansas Department of Education Rules Governing Instructional Materials

Department Attorney Kendra Clay said Act 511 of 2013 amended Ark. Code Ann. § 6-21-401 et seq. relating to instructional materials. Revisions to these rules include the necessary changes based on Act 511 of 2013. The State Board approved these revisions for public comment on February 13, 2014. Public comments were received and additional revisions were made to the rules. Department staff requested the State Board approve an additional comment period for these rules.

Ms. Saviers made a motion, seconded by Mr. Ledbetter, to approve the Arkansas Department of Education Rules Governing Instructional Materials for public comment. The motion carried unanimously.

A-28 Consideration for Final Approval: Code of Ethics for Arkansas Educators

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said the Department recommended changes to the Rules Governing the Code of Ethics for Arkansas Educators adopted by the Professional Licensure Standards Board to revise the wording of Standard 2 and its accompanying guideline, revise Standard 6 and create a new Standard 7 out of the former Standard 6 and revise the wording of the accompanying guidelines, renumber and revise the wording and accompanying guideline of Standard 8, implement a technical change made in Act 454 of the 2013 Regular Session, and implement new provisions in the Code of Ethics under Act 1323. Department staff received public comments on the proposed rules and after careful consideration of the public comments and State Board member concerns made revisions to the proposed rules. Ms. Reinhart requested the State Board adopt these rules as final.

Dr. Barth made a motion, seconded by Ms. Saviers, to approve the Code of Ethics for Arkansas Educators. The motion carried unanimously.

Dr. Barth moved, seconded by Ms. Newton, to make a resolution to the PLSB to revisit the code of ethics and provide stronger language against discrimination of students. The motion carried unanimously.

A-30 Consideration of Revocation of Teaching License – Heather Eshenbaugh

A-30 was pulled from the agenda.

Nominating Committee Appointment

Ms. Gullett appointed a nominating committee consisting of Ms. Mahony, chair; Ms. Reith; and Dr. Barth. The committee will bring nominations for Board Chair and Board Vice-Chair to the May Board meeting.

Special Committee Appointment

Ms. Gullett said Arkansas is eligible to apply for a NASBE grant. Ms. Gullett appointed Dr. Barth to a special committee to work with Dr. Tracy Tucker and the Science team.

Special Committee Appointment

Ms. Gullett appointed Ms. Diane Zook to serve on the Department's Dyslexia Committee.

Special Committee Appointment

Ms. Gullett appointed a special committee including Ms. Mahony, chair, Ms. Reith, and Mr. Black to work with the ADE Communications Team to focus on parent involvement.

Recognition

Ms. Mahony recognized Prescott School District because they sent envelopes home and asked parents to write encouraging notes to students during Benchmark Exam week.

Adjournment

The meeting adjourned at 4:34 p.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Meeting
Friday, April 11, 2014

The State Board of Education met Friday, April 11, 2014, in the auditorium of the Department of Education Building. Chair Brenda Gullett called the meeting to order at 9:03 a.m.

Present: Brenda Gullett, Chair; Sam Ledbetter, Vice-Chairman; Alice Mahony; Dr. Jay Barth; Vicki Saviers; Toyce Newton; Diane Zook; Joe Black; Alexia Weimer, Teacher of the Year; and Dr. Tom Kimbrell, Commissioner.

Absent: Mireya Reith

Work Session

Work Session: School Calendars
Item pulled from the agenda.

Reports

Chair's Report

Ms. Gullett recognized Representative Harold Copenhaver.

Ms. Gullett asked Board members to complete the NASBE survey.

Commissioner's Report

Commissioner Kimbrell had no report.

Recognition of the 2013 Arkansas Milken Educator, Erin Hodges

Commissioner Kimbrell said that in 1987, education pioneer Lowell Milken conceived and created the National Educator Awards program. Arkansas was invited to participate in the Awards program in 1991. Since that time, 70 Arkansas educators have been named Milken Educators. Dr. Kimbrell presented the 2013 Milken Educator award to Mrs. Erin Hodges. Mrs. Hodges is a teacher at MacArthur Junior High in the Jonesboro School District.

Mrs. Hodges thanked Dr. Kim Wilbanks, Superintendent of Jonesboro School District; Dr. Brad Faught, Principal; and Mr. Jim Hodges, her husband, for their support.

Update on Common Core State Standards, PARCC, Schools of Innovation and School Improvement.

Assistant Commissioner of the Division of Learning Services Dr. Megan Witonski gave a report on professional development activities and announced that a student video contest is posted to the ADE website.

Student Assessment Director Melody Morgan said over 40,000 Arkansas students were randomly selected to participate in the PARCC field test. She said the field test is being conducted online and with paper/pencil. She said a team including DIS, APSCN LAN, Education cooperatives, and the Office of Student Assessment are collaborating and conducting on-site visits to determine district and charter school's state of readiness to support digital learning and online assessments. Supports through these entities have been coordinated to provide site expertise, collaboration, and assistance with running infrastructure trials, proctor caching, and determining device to student rations with regards to assessment. Ms. Morgan said that issues with regards to field testing involve the Pearson call center and some functionalities on the newly tested online platform. For the most part, other than double the load on school test administrators and the timing and release of information about field testing, everything is progressing according to plan. Ms. Morgan said additional online field testing opportunities will be available for the end-of-year field test.

Ms. Morgan recommended the State move to use a newer NRT form recently developed by the current vendor, Riverside. She said the new form would reflect more current norms and would allow the Department to report on student performance with regards to CCSS for the first time. In addition, she asked the Board to support the Department to form a task force to identify K-2 formative measures in lieu of summative assessments.

Ms. Zook resolved, seconded by Ms. Saviers, to support the formation of a task force to study K-2 assessments. The resolution was approved unanimously.

Report-5 2012-2013 Grade Inflation Report (Revised)

Assistant Commissioner of Public School Accountability John Hoy said Arkansas Annotated Code §6-15-421 requires the Division of Public School Accountability to create a report of the percentage of students who received a letter grade of "B" or above in courses for which the State Board has adopted a corresponding end-of-course test and who passed the end-of-course assessment on his or her first attempt; and create a report of the percentage of students who received a letter grade of "B" or above in the corresponding course and did not pass the end-of-course assessment on the first attempt. Mr. Hoy explained that revisions were made to the initial grade inflation report.

Adjournment

The meeting adjourned at 10:32 a.m.

Minutes recorded by Deborah Coffman

NEWLY EMPLOYED FOR THE PERIOD OF March 18, 2014 – April 18, 2014

***Renata Bryant – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 03/31/14.**

Kathy Davis – Public School Program Advisor, Grade C122, Public School Accountability, Federal and State Monitoring, effective 03/31/14.

***Rodney McCullum – Administrative Specialist II, Grade C109, Division of Learning Services, Scholastic Audit, effective 04/14/14.**

Norma Robertson – Legal Services Specialist , Grade C116, Division of Human Resources/Licensure, Professional Licensure Standards Board (PLSB), effective 03/31/14.

***Kimberly Scott – Human Resources Specialist , Grade C113, Division of Human Resources/Licensure, Time and Leave Unit, effective 03/31/14.**

***Pearlyna Tyous – Administrative Specialist III, Grade C112, Division of Research and Technology, Technical Support, effective 04/14/14.**

PROMOTIONS/DEMOTION/LATERALTRANSFERS FOR THE PERIOD OF March 18, 2014 – April 18, 2014

***Patricia Izquierdo from a Fiscal Support Supervisor , Grade C118, Division of Learning Services, Special Education, to an Accounting Coordinator, Grade C121, Division of Fiscal and Administrative Services, Financial Accountability and Reporting, effective 04/14/14. Promotion**

Lynn Kinsey from an Administrative Specialist III, Grade C112, Division of Fiscal and Administrative Services, to an Administrative Analyst, Grade C115, Division of Fiscal and Administrative Services, effective 04/14/14. Promotion

Suzanne Knowles from a Public School Program Advisor, Grade C122, Division of Learning Services, Curriculum and Instruction, to a Public School Program Coordinator, Grade C123, Division of Learning Services, Guidance and School Counseling, effective 04/1414. Promotion

***Sonya Rasberry from a Human Resources Specialist, Grade C113, Division of Human Resources/Licensure, Time and Leave Unit, to an Administrative Analyst, Grade C115, Division of Human Resources/Licensure, Time and Leave Unit, effective 04/14/14. Promotion**

SEPARATIONS FOR THE PERIOD OF March 18, 2014 – April 18, 2014

Christine Ackerson – Administrative Specialist II , Grade C109, Division of Fiscal and Administrative Services, Child Nutrition, effective 03/28/14. 0 Years, 0 months, 11 days. 01

Jennifer Inns – Administrative Specialist III, Grade C112, Division of Learning Services, School Health Services, effective 03/25/14. 1 Year, 0 months, 7 days. 01

Linda James – Administrative Analyst, Grade C115, Division of Human Resources/Licensure, Time and Leave Unit, effective 03/31/14. 29 Years, 6 months, 9 days. Retirement

Donald Watkins - Public School Program Coordinator, Grade C123, Division of Learning Services, Special Education, effective 03/21/14, 6 Years, 2 months, 14 days. 01

***Minority**

AASIS Codes:
01 – Voluntary Retirement

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
0801	Berryville School District	2	Shadrick, Cheryl	Middle Childhood, Elementary, Reading Specialist, ESL	300	Guidance & Counseling	13-14	Granted
			Shadrick, Cheryl	Middle Childhood, Elementary, Reading Specialist, ESL	299	Guidance & Counseling	13-14	Granted
4801	Brinkley School District	1	McCullough, Monica	English 7-12	170	Life/Earth Science 7-12	13-14	Granted
1605	Buffalo Is. Central Sch. Dist.	1	Wattigney, Sarah	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13 13-14	Granted
0901	Dermott School District	1	Hill, Natasha	MS English/Social Studies	166	English	13-14	Granted
7001	El Dorado School District	1	Bradshaw, Vivi	Science, PE	412	Career Preparation	13-14	Granted
4501	Flippin School District	2	Hudson, Pamela	ECE P-4	002	English/Language/Social Studies 4-8	13-14	Granted
			Hudson, Pamela	ECE P-4	168	Science/Mathematics 4-8	13-14	Granted
2602	Fountain Lake School District	1	Smith, Dana M.	English 7-12, Social Studies, Counselor	114	Speech	13-14	Granted
0403	Gentry School District	1	Lee, Nou Yang	ECE P-4; Middle Childhood Education	307	English As A Second Language P-8	13-14	Granted

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
2303	Greenbrier School District	1	Wallace, Paula	ECE P-4, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Granted
0203	Hamburg School District	1	Lassiter, Sherry	Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
5602	Harrisburg School District	2	Johns, Angela	MS Social Studies, Elem 1-6, Reading P-12, Ed Leadership K-12	255	Mch English	13-14	Granted
			Little, Carol	Social Studies 7-12; School Counseling P-12	201	Art P-8	13-14	Granted
5403	Helena/ W.Helena School Dist.	1	Moses, Janalee	Physics, MS Science	169	Physical /Earth Science 7-12	13-14	Granted
6804	Highland School District	1	Pickett, Angela	Elem 1-6; MS Social Studies	295	Library Media Science P-8	12-13 13-14	Granted
3904	Lee County School District	1	Tinzie, Tracia	Elem 1-6, FACS, PE/Health	230	Sp Education Instructional Specialist 4-12	13-14	Granted
6001	Little Rock School District	9	Breeze, Scott	Mathematics 7-12	103	Grade 5-6 End (Math)	13-14	Granted
			Johnson, Marilyn	Elem 1-6, Special Ed P-12	255	Mch English	13-14	Granted
			Livingston, Tiffany	English 7-12	105	Grade 5-6 End (English)	13-14	Granted
	Little Rock School District Continued		Rains (Green), Karen	English 7-12, 5th/6th Endorsement	256	Mch Soc. Studies	13-14	Granted

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Rains (Green), Karen	English 7-12, 5th/6th Endorsement	254	Mch Math	13-14	Granted
			Rains (Green), Karen	English 7-12, 5th/6th Endorsement	257	Mch Science	13-14	Granted
			Suskie, Jr., John	Social Studies 7-12	257	Mch Science	13-14	Granted
			Valdez, Rosalia	English 7-12, Speech 7-12	113	Drama	13-14	Granted
			Williams, Jeremy	MS Language Arts, Social Studies, Math	257	Mch Science	13-14	Granted
4301	Lonoke School District	1	Hooten, Valerie	Business Technology	411	Career Orientation Endorsement	13-14	Granted
	Mansfield Juvenile Detention Center	1	Preston, Francis	Special Ed, Career Preparation	167	Social Studies	13-14	Granted
2305	Mayflower School District	1	Lefler, Chance	PE/Wellness/Leisure P-12; Coaching	256	Mch Soc. Studies	13-14	Granted
2203	Monticello School District	1	Young, Kristal	Middle Childhood Education, FACS, Special Ed P-12	250	Business Tech	13-14	Granted
1703	Mountainburg School District	1	Churchill, Sheila	FACS	411	Career Orientation Endorsement	13-14	Granted
1203	Quitman School District	3	Brock, Marilyn	Science 7-12, Math 7-12	203	Vocal Music P-8	13-14	Granted

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Brock, Marilyn	Science 7-12, Math 7-12	205	Instrumental Music P-8	13-14	Granted
			Hooten, Tim	Biology/Secondary Science	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
1106	Rector School District	1	Hobbs, Melinda	Middle Childhood Education	108	Journalism	13-14	Denied
2705	Sheridan School District	2	Campbell, Adrianne H.	ECE P-4	002	English/Language/Social Studies 4-8	13-14	Granted
			Campbell, Adrianne H.	ECE P-4	168	Science/Mathematics 4-8	13-14	Granted
7207	Springdale School District	3	Moore, Ann-Marie	ECE P-4	255	Mch English	13-14	Granted
			Moore, Ann-Marie	ECE P-4	256	Mch Soc. Studies	13-14	Granted
			Moore, Ann-Marie	ECE P-4	257	Mch Science	13-14	Granted
4605	Texarkana School District	1	Henderson, Kayla	English/Language Arts 7-12	108	Journalism	13-14	Granted
5605	Trumann School District	1	Jones, Teresa	MS English/Science	256	Mch Soc. Studies	13-14	Granted
7509	Western Yell Co. School Dist.	1	Cauthron, Bess Ann	ECE P-4, MS Language Arts/Social Studies	253	Elementary	13-14	Granted
1905	Wynne School District	1	Vaught, Kelly	Business Education, Career Orientation 7-12	418	Career Orientation Endors	13-14	Granted

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
28	# Districts Requesting Waivers This Month	44	# Waivers Requested This Month			# Waivers Granted This Month		43
						# Waivers Denied This Month		1
						Total Waivers Requested This		44

000000Long-Term Substitutes Requested
May 2014
State Board Agenda

LEA	District	# Long-Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied	Semester Granted
4702	Blytheville School District	1	Washington, Martha	Special Education	Alsup, Gerald Michae	Granted	2nd
6802	Cave City School District	2	Clapp, Tonya	Special Education	Clapp, Tonya	Granted	2nd
			Turnbough, Edward	Social Studies	Alberson, Bob	Granted	2nd
2301	Conway School District	1	Garland, Sara	Mathematics 7th Grade	Thomas, Heather	Granted	2nd
	Easter Seals of Arkansas	1	Silas, Tammie	Special Education	Billingsley, Sandra	Granted	2nd
4302	England School District	1	Carder, Kyndall	3rd Grade	Staton, Lynda	Granted	2nd
7203	Fayetteville School District	1	Stewart, Lisa M.	Middle School Math	Hillbrand, Anna	Granted	2nd
6601	Fort Smith School District	6	Allsup, Frances Carol	Special Education	Carney, John	Granted	2nd
			Clark, Deborah	Special Education	Hamilton, Terrie	Granted	2nd
			Cross, Carolyn	Special Education	Ratcliff, Cheryl	Granted	2nd
			Grinder, Stephanie	Special Education	Reeves, Alma	Granted	2nd
			Jedlicka, Shaden	Fifth Grade	Daily-Thayer, Angela	Granted	2nd
			Williams, Courtney	Special Education	Phillips, Terrie	Granted	2nd
0203	Hamburg School District	2	Nonette, Natanya	Kindergarten/1st grade	None	Granted	2nd
			Wales, Cody	Elementary PE	None	Granted	2nd
5602	Harrisburg School District	1	Wilcoxson, Shannyn	Special Education	Wallace, Lesleye	Granted	2nd
6703	Horatio School District	1	Dunn, Daniel	Band	None	Granted	2nd
3904	Lee County School District	1	Jones, Jeanne	Social Studies	Howard, Thomas	Granted	2nd
6001	Little Rock School District	4	Eubanks, Lorria	Art	None	Granted	1st
			Lewis, Debra	Music	None	Granted	1st
			Lewis, Debra	Music	None	Granted	2nd
			Woods, Deanna	Kindergarten	None	Granted	1st
3105	Nashville School District	1	Knipper, Lindsey	Art	Hughes, Hollis	Granted	2nd

LEA	District	# Long-Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied	Semester Granted
0407	Pea Ridge School District	1	Turner, Kristi Obermeier	Business Education	Cotton, Susan	Granted	2nd
5805	Russellville School District	2	Burk, Christopher	Special Education	Lay, Leslee	Granted	2nd
			Simmons, Joseph	Special Education	Grace, Andrea	Granted	2nd
1507	So. Conway Co. School District	1	Burton, Frederick	Social Studies	Davis, Jeff	Granted	2nd
0104	Stuttgart School District	1	Harris, Heather	Elementary	Sturdy, Susan	Granted	2nd
4605	Texarkana School District	1	Waid, William G.	Mathematics	None	Granted	2nd
5605	Trumann School District	1	Montgomery, Haley	Special Education	Beard, Taryn	Granted	2nd

19	**# Districts Requesting Long-Term Substitutes this Month**	**30**	**# Long-Term Substitutes Requested this Month**

# Long-Term Substitute Requests Granted	**30**
# Long-Term Substitute Requests Denied	**0**
Total # Long-Term Substitute Requests this Month	**30**

Helena-West Helena School District
LEA # 5403
Phillips County

Classified in Fiscal Distress: September 13, 2010

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district
* Material audit exceptions or violations

District Profile:	2009-10	2010-11	2011-12	2012-13
Superintendent	**Willie Williams**	**Willie Williams**	**Suzann McCommon**	**Suzann McCommon**
4 QTR ADM	2,312	2,233	1,886	1,651
Assessment	112,772,244	113,701,999	125,831,037	132,059,051
Total Mills	34.10	34.10	34.10	34.10
Total Debt Bond/Non Bond	7,750,000	7,300,000	7,060,000	7,060,000
Per Pupil Expenditures	13,268	11,638	12,724	12,289
Personnel-Non-Fed Licensed FTE	229.59	132.62	175.46	137.09
Personnel-Non-Fed Licensed Clsrm FTE	200.17	101.89	163.15	125.46
Avg Salary-Non-Fed Licensed FTE	44,799	54,170	43,583	41,052
Avg Salary-Non-Fed Licensed Clsrm FTE	48,126	50,561	40,858	46,441
Net Legal Balance (Excl Cat & QZAB)	1,809,446	3,600,597	5,318,384	6,863,335

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2010-11

- Reduced (RIF) 3 administrative office staff
- Reclassified licensed and classified salaries from operating to ARRA funds
- Reclassified licensed and classified salaries from operating to Declining Enrollment funds
- Reclassified licensed and classified salaries from operating to NSLA funds
- Reduced licensed and classified salaries through attrition and reassignment
- Monitored all expenditures
- Eliminated Saturday School Detention Program
- Eliminated custodial/maintenance uniforms
- Eliminated After School Discipline Program

2011-12

- The District reduced 27 licensed positions through RIF and attrition
- The District reduced 54 classified position through RIF and attrition
- Reduced salary and utility costs by transferring kindergarten students to three other schools
- Reduced operating costs by utilizing NSLA funds more efficiently
- Eliminated operating cost of After School tutorial
- Monitored and implemented corrective actions for the 2011 audit findings

2012-13

- Reduced 30 employees through RIF
- Reclassified salaries of 4 licensed positions from Operating to Categorical and Federal funds
- Reduced expenses through consolidation of campuses
- Refunded district bonds to a lower interest rate

Arkansas Department of Education
Helena-West Helena School District
Unrestricted Funds Report

FY14 as of March 31, 2014			
Beginning Balance 7/1/2013	Revenue	Expenditures	Ending Balance 3/31/2014
6,850,080	9,345,792	8,352,031	7,843,841
FY14 Budget			
Beginning Balance 7/1/2013	Revenue	Expenditures	Projected Balance 6/30/2014
6,850,080	13,405,748	14,116,268	6,139,560
FY13			
Beginning Balance 7/1/2012	Revenue	Expenditures	Ending Balance 6/30/2013
5,253,924	15,187,846	13,591,689	6,850,080
FY12			
Beginning Balance 7/1/2011	Revenue	Expenditures	Ending Balance 6/30/2012
3,511,492	16,309,510	14,567,078	5,253,924

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Helena-West Helena School District
Unrestricted Funds Revenue Report

Unrestricted Funds:
1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
10000	REVENUE FROM LOCAL SOURCE	0	0	0	0	0
11110	PROPERTY TAXES-CURRENT	2,024,413	2,237,563	2,372,563	2,278,288	94,275
11115	PROP.TAX RELIEF SALES TAX	0	0	0	0	0
11120	PROPERTY TAX-40% BY 6/30	311,647	1,434,838	1,913,907	0	1,913,907
11125	TAX REL.40% REC.JAN-JUNE	1,032,328	38,282	42,382	0	42,382
11130	PROPERTY TX-40% 7/1-12/31	0	0	0	0	0
11135	TAX REL.40% REC.JUL-DEC.	0	0	0	0	0
11140	PROPERTY TAX-DELINQUENT	193,825	284,627	299,627	203,043	96,584
11150	EXCESS COMMISSION	0	7,020	9,500	117,703	(108,203)
11160	LAND REDEMP-IN STATE SALE	225,073	153,945	178,574	13,507	165,066
11400	PENALTIES/INTEREST ON TAX	0	0	0	0	0
11900	OTHER TAXES	0	0	0	0	0
12100	REVENUE IN LIEU OF TAXES	0	0	0	0	0
12800	REVENUE IN LIEU OF TAXES	29,953	15,892	7,900	47,581	(39,681)
12900	OTHER LOCAL NON-LEA REVEN	0	0	0	0	0
13120	SUMMER SCHOOL	0	0	0	0	0
13190	OTHER PROGRAMS	0	0	0	0	0
13210	REGULAR DAY SCHOOL	0	0	0	0	0
13320	SUMMER SCHOOL	0	0	0	0	0
14190	OTHER PROGRAMS	0	0	0	0	0
14900	TRANS FEES-OTHER SOURCES	0	0	0	0	0
15100	INTEREST ON INVESTMENTS	25,748	14,418	7,000	12,148	(5,148)
16210	STUDENT	0	0	0	0	0
16220	ADULT	0	0	0	0	0
16300	SPECIAL FUNCTIONS/CONT. ME	0	0	0	0	0
16400	CHILD NUTRITION	0	0	0	0	0
16900	OTHER FOOD SVS REVENUE	0	0	0	0	0
17110	ADMISSIONS ATHLETICS	0	0	0	0	0
17130	STDNT ORG-EVENTS & ACTIV	0	0	0	0	0
17500	REV.FROM ENTERPRISE ACTIV	0	0	0	0	0
17900	OTHER STDNT ACTIVITY REV	0	0	0	0	0
19000	OTHER REV-LOCAL SOURCES	0	0	0	0	0
19120	OTHER RENT-LAND OWNED LEA	0	0	0	0	0
19130	RENT LEA BUILDINGS & FACI	1,493	5,000	6,000	4,500	1,500
19200	PRIVATE CONTRIBUTIONS	235,805	124,897	201,058	102,674	98,384
19211	BEECHCREST SAVE THE CHILD	0	0	0	0	0
19215	SAVE THE CHILDREN	0	0	0	0	0
19216	WESTSIDE SAVE THE CHILDRE	0	0	0	0	0

Arkansas Department of Education
Helena-West Helena School District
Unrestricted Funds Revenue Report

Unrestricted Funds:
1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
19217	WOODRUFF SAVE THE CHILD	0	0	0	0	0
19300	SALES OF SUPPLIES & MATER	0	0	0	0	0
19550	TRANSITS-FLOW THRU MONEY	0	0	0	0	0
19800	REFUNDS OF PRIOR YR EXPEN	2,003	17,752	9,000	52,902	(43,902)
19900	MISC REV FR LOCAL SOURCES	6,349	15,386	5,000	28,094	(23,094)
19910	SBC E-RATE	0	0	0	0	0
19920	EVEN START/WALMART	0	0	0	0	0
19925	WOODRUFF/WALMART	0	0	0	0	0
19950	ARK SCIENCE & TECH GRANT	0	0	0	0	0
19955	MOCKINGBIRD FOUNDATION	0	0	0	0	0
21100	CNTY GENERAL APPORTIONMNT	0	0	0	0	0
21200	SEVERANCE TAX	0	0	0	0	0
21900	OTHER REV FR COUNTY	0	0	0	0	0
31100	STATE EQUALIZATION FUNDIN	0	0	0	0	0
31101	STATE FOUNDATION FUNDS	10,914,166	8,734,208	7,307,786	5,314,986	1,992,800
31102	ENHANCED EDUCATIONAL FUND	0	0	0	0	0
31103	URT 98% TAX COLL. RATE	109,841	119,651	0	0	0
31110		0	0	0	0	0
31150	STATE EQUALIZATION	0	0	0	0	0
31200	STATE APPORTIONMENT	0	0	0	0	0
31400	TRANSPORTATION AID	0	0	0	0	0
31450	STUDENT GROWTH FUNDING	0	0	0	0	0
31460	DECLINING ENROLLMENT FUND	224,225	1,080,556	773,809	773,809	0
31600	INCENTIVE FUNDING	0	0	0	0	0
31620	SUPPLEMENTAL MILEAGE INCE	142,281	106,711	71,141	71,141	0
31650	REVENUE LOSS FUNDING	0	0	0	0	0
31900	OTHER	0	0	0	110	(110)
32100	ADULT EDUCATION	0	0	0	0	0
32110	ADULT BASIC	0	0	0	0	0
32120	ADULT GENERAL EDUCATION	0	0	0	0	0
32214	COMPUTER BASED ED PGM	0	0	0	0	0
32217	RESTRUCTURING	0	0	0	0	0
32219	EISENHOWER MATH/SCIENCE	0	0	0	0	0
32220	CURRICULUM FRAMEWORKS-236	0	0	0	0	0
32224	ISOLATED GRANTS	0	0	0	0	0
32227	COLLEGE PREP ENRICH PGM	0	0	0	0	0
32229	NATIONAL BOARD OF PROF TE	0	0	0	0	0
32230	PARENTS AS TEACHERS	0	0	0	0	0

Arkansas Department of Education
Helena-West Helena School District
Unrestricted Funds Revenue Report

Unrestricted Funds:
1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
32232	ALTERNATIVE LEARNING PROG	0	0	0		0
32233	JUVENILE DETENTION CENTER	0	0	0	0	0
32234	DISTANT LEARNING	0	0	0	0	0
32235	TECH. IMPROVEMENT GRANT	0	0	0	0	0
32237	MATCH MATH & SCIENCE	0	0	0	0	0
32245	ARK PATHWISE MENTORING	0	0	0	0	0
32250	PQE INDUCTION/QUALITY ENH	(1,289)	12,000	0	6,400	(6,400)
32251	CWIP GRANT	0	0	0	0	0
32256	PROFESSIONAL DEVELOPMENT	0	0	0	0	0
32260	ACT 799 AR GAME AND FISH	0	0	0	0	0
32290		0	0	0	0	0
32310	HAND CHILD-SUPV/EXTEND YR	7,905	6,705	0	0	0
32320	G & T-AEGIS PGM	0	0	0	0	0
32330	NON-HAND-RESID TREATMENT	0	0	0	0	0
32340	HAND-RESIDENT TREATMENT	0	0	0	0	0
32350	EARLY CHLD/MEDICAID MATCH	0	0	0	0	0
32361	IMP&INSTR GIFTED&TALENTED	2,245	200	0	1,033	(1,033)
32370	ALTERNATIVE LEARNING PROG	0	0	0	0	0
32372	RES.CENT.JUVENILE DETENTI	0	0	0	0	0
32380	AID TO HUMAN DEVELOP CNTR	0	0	0	0	0
32381	NATIONAL SCHOOL LUNCH ACT	0	0	0	0	0
32400	WORKFORCE EDUCATION	0	0	0	0	0
32415	SECONDARY WORKFORCE CENTE	0	0	0	0	0
32445	WKPL-TECH PREP CORE 11/12	0	0	0	0	0
32460	YOUTH APPRENTICESHIP	0	0	0	0	0
32520	MATCHING (STATE)	0	0	0	0	0
32700	EARLY CHILDHOOD PROGRAMS	0	0	0	0	0
32710	AR BETTER CHANCE(ABC)GRNT	351,000	277,025	98,000	153,300	(55,300)
32715	POVERTY INDEX FUNDING	0	0	0	0	0
32726	DHS/DCCECE EVEN START SUP	0	0	0	0	0
32821	SPECIAL OLYMPICS	0	0	0	0	0
32900	OTHER NON-INSTR.PROGRAMS	0	0	0	0	0
32910	WORKER'S COMP INSURANCE	0	0	0	0	0
32912	GENEREAL FACILITIES	32,793	24,595	16,396	16,396	0
32915	DEBT SERVICE FUNDING SUPP	179,204	119,315	86,105	86,105	0
32920	GAME AND FISH	0	1,949	0	1,976	(1,976)
32924		0	0	0	0	0
32990	OTHER STATE	0	0	0	0	0

Arkansas Department of Education
Helena-West Helena School District
Unrestricted Funds Revenue Report

Unrestricted Funds:
1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
32993	GREATER GRADUATION	0	0	0	0	0
41300	REV IN LIEU OF TAXES	745	37,095	0	0	0
42100	FOREST RESERVE	17,509	3,090	0	0	0
42500	IMPACT AID	0	0	0	0	0
42900	OTHER UN/I FEDERAL-STATE	0	0	0	0	0
43160	ROTC	0	0	0	0	0
43181	21st CENTURY GRANT	0	0	0	0	0
45110	ESEA CH1 COMP 100-297	0	0	0	0	0
45113	ESEA CH1 STATE PGM IMPROV	0	0	0	0	0
45114	ESEA CH1 CPTL EXPENS-PRVT	0	0	0	0	0
45119	TITLE 1 STIMULUS	0	0	0	0	0
45121		0	0	0	0	0
45124	ARRA STABILIZATION	0	0	0	0	0
45129	EDUCATION JOBS FUND	0	0	0	0	0
45310	VOC BASIC GRNT-ENTITLEMNT	0	0	0	0	0
45318	VOC-SUPP GRNTS-IMPROV ACT	0	0	0	0	0
45510	FREE AND REDUCED LUNCH	0	0	0	0	0
45520	FREE AND REDUCED BREAKFAS	0	0	0	0	0
45540	AFTER SCHOOL SNACKS	0	0	0	0	0
45561	REGULAR COMMODITIES	0	0	0	0	0
45611	BRAILLE INSTRUCTORS	0	0	0	0	0
45613	VI B PASS THROUGH	0	0	0	0	0
45621	IDEA-ARRA	0	0	0	0	0
45802	MODERNIZATION STABILIZATIO	0	0	0	0	0
45810	TITLE 1 ARRA	0	0	0	0	0
45910	MEDICARE CATASTROPHIC COV	0	0	0	0	0
45913	ARMAC/NURSES-HEAR-VISION	0	0	0	0	0
45925	TITLE IIA(IMP. TEA.QUALITY)	0	0	0	0	0
45940	WOMENS ED EQUITY ACT	0	0	0	0	0
45977	REAP RURAL & LOW INCOME	0	0	0	0	0
51100	BONDED INDEBTEDNESS	7,484	0	0	0	0
51900	NONCASH RECEIPT	0	0	0	0	0
51999	TRANSFER	0	0	0	50,429	(50,429)
52000	INTERFUND TRANSFERS	0	0	0	0	0
52300	TRANS FROM BUILDING FUND	0	0	0	0	0
52600	TRANS FROM FEDERAL GRANTS	0	0	0	0	0
52700	TRANS FROM STUDENT ACTVTY	0	0	0	0	0
52800	TRANS FROM FOOD SERVICE	0	0	0	0	0

Arkansas Department of Education
Helena-West Helena School District
Unrestricted Funds Revenue Report

Unrestricted Funds:
1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
52900	INDIRECT COST	215,202	33,823	0	0	0
52950	INTERFUND TRANSFER/CD	0	0	0	0	0
53100	SALE OF EQUIPMENT	800	0	0	0	0
53400	COMPEN-LOSS FIXED ASSETS	16,762	281,302	0	9,668	(9,668)
Total Revenue		**16,309,510**	**15,187,846**	**13,405,748**	**9,345,792**	**4,059,956**

Arkansas Department of Education
Helena-West Helena School District
Unrestricted Funds Expenditure Report

Unrestricted Funds:
1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
61000	SALARY-PRSNL SVS	0	0	0	0	0
61110	CERT SALARY	5,556,857	5,269,572	5,808,758	3,244,956	2,563,802
61111	CERT SAL N-CON	79,101	85,946	84,428	51,007	33,421
61120	CLS SALARY	1,358,000	1,471,053	1,424,904	983,495	441,409
61121	CLS SAL N-CON	87,429	128,038	116,853	107,249	9,604
61210	TEMP-CERTIFIED	0	0	0	0	0
61220	TEMP-CLASSIFIED	3,909	3,937	4,500	0	4,500
61300	OVERTIME	0	0	0	0	0
61310	PAY FOR PREP/LUNCH PERIOD	0	0	0	0	0
61320	OVERTIME	0	0	7,300	0	7,300
61510	ADD COMPENSATION	0	0	0	0	0
61520	ADD COMPENSATION	0	0	0	0	0
61610	WORKSHOPS	0	0	0	0	0
61620	WORKSHOPS	0	0	0	0	0
61710	CERT SUBSTITUTES	142,367	131,737	127,920	34,101	93,819
61720	CLS SUBSTITUTES	7,765	66,304	66,528	81,160	(14,632)
61810	CERT UNUSED SICK	37,775	13,025	18,825	7,550	11,275
61820	CLS UNUSED SICK	7,850	3,350	4,000	0	4,000
61920	CLS SEVERANCE	0	0	0	0	0
61960	UNUSED VACATION CRT	0	0	0	0	0
61961	UNUSED VACATION CLS	0	0	0	0	0
62100	GRP INSURANCE	0	0	0	0	0
62110	CERT GROUP INS	0	0	0	0	0
62120	CLS GROUP INS	0	0	0	0	0
62200	CLS SOC SEC	0	0	0	0	0
62210	CERT SOC SEC	369,309	314,254	348,370	192,510	155,859
62220	CLS SOC SEC	90,915	103,526	135,433	70,786	64,647
62260	CERT MEDICARE	86,994	73,381	82,609	45,023	37,586
62270	CLS MEDICARE	21,263	24,213	75,846	16,556	59,291
62300	TEACH RET.CONTRIBUTORY	0	0	0	0	0
62310	CERT TCH RET-CONT	889,501	755,673	821,828	459,637	362,191
62320	CLS TCH RET - CONT	205,302	232,758	254,307	160,823	93,484
62500	UNEMPLY-COMP	0	0	0	0	0
62510	CERT UNEMPLOY COMP	199,129	165,852	153,500	68,470	85,030
62520	CLS UNEMPLOY COMP	199,129	237,811	183,950	57,007	126,943
62600	WK COMPENSATION	0	0	0	0	0
62610	CERT WKR'S COMP	17,502	21,043	60,000	16,084	43,916
62620	CLS WKR'S COMP	17,502	28,058	55,150	37,529	17,621
62700	HLT BENEFITS	0	0	0	0	0
62710	CERT HEALTH BENEFITS	212,220	133,082	305,694	97,448	208,246
62720	CLS HEALTH BENEFITS	68,311	59,727	130,897	45,446	85,451
62800	PUB.RET-CONTRIBUTIONS	0	0	0	0	0
62810	CERT PUB RET CONT.	0	0	0	0	0
62820	CLS PUB RET CONT	3,699	3,848	4,499	2,740	1,759

Arkansas Department of Education
Helena-West Helena School District
Unrestricted Funds Expenditure Report

Unrestricted Funds:
1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
62900	OTHER BENEFITS	0	0	0	0	0
62910	OTHER BENEFITS-CERTIFIED	0	0	0	0	0
62920	OTHER BENEFITS-CLASSIFIED	0	0	0	0	0
Salaries & Benefits Totals		**9,661,826**	**9,326,188**	**10,276,099**	**5,779,576**	**4,496,524**
63000	PURC SVS-PROF & TECHNICAL	0	0	0	0	0
63100	OFFICIAL/ADMINISTRATIVE	0	0	0	0	0
63110	STAFF SERVICES	0	0	0	0	0
63120	MANAGEMENT SERVICES	0	0	0	0	0
63130	BOARD OF ED SERVICES	3,973	4,363	5,000	4,277	723
63200	PROFESSIONAL-EDUCATIONAL	0	0	0	0	0
63210	INSTRUCTIONAL	4,134	2,523	2,800	2,671	129
63220	INST PGRM-IMPROVEMENT SVS	0	0	0	0	0
63230	CONSULTING	9,954	6,000	7,200	14,200	(7,000)
63300	OTHER PROFESSIONAL	0	0	0	0	0
63310	TRAINING/DEVEL. SVCS-CRT	1,554	4,402	10,047	3,110	6,937
63320	TRAINING/DEVEL. SVCS-CLS	1,955	2,609	4,795	2,097	2,698
63340	LEGAL	0	0	0	0	0
63370	ARCHITECTURAL	0	0	0	0	0
63400	TECHNICAL	0	0	0	0	0
63410	DATA PROCESSING SERVICES	0	0	0	0	0
63420	STATISTICAL SERVICES	0	0	0	0	0
63430	ACCOUNTING	0	0	0	0	0
63440	LEGAL	0	1,966	5,000	0	5,000
63441	LEGAL	55,350	37,734	40,000	51,981	(11,981)
63445	LEGAL-RESEARCH & OPINIONS	0	0	0	0	0
63450	MEDICAL	253	2,368	2,700	3,152	(452)
63470	ARCHITECTURAL	0	0	0	0	0
63490	OTHER PROF.SERV	17,255	0	0	0	0
63590	OTHER TECH SERVICES	0	0	0	0	0
63900	OTHER PURC PROF/TECH SVS	445,136	729,038	477,514	185,578	291,936
63910	TECHNOLOGY	0	0	0	0	0
64000	PURCHASED PROPERTY SVS	0	0	0	0	0
64110	WATER/SEWER	98,904	40,056	87,500	28,672	58,828
64210	DISPOSAL/SANATATION	11,105	65,388	63,100	25,553	37,547
64230	CUSTODIAL	0	0	0	0	0
64240	LAWN CARE	0	0	0	0	0
64310	NON-TECHNOL-REPAIRS&MAINT	15,397	18,519	18,825	0	18,825
64320	TECHNOLOGY-RELATED REPAIR	69	0	0	0	0
64410	LAND & BLDGS	163	0	0	0	0
64420	EQUIP & VEHICLES	0	1,426	5,450	110	5,340
64430	RENTAL OF COMPUTERS	207,986	209,369	196,470	148,252	48,217
64500	CONSTRUCTION SERVICES	0	222,069	223,000	0	223,000
64900	OTHER PURC PROPERTY SVS	0	0	0	0	0
65000	OTHR PURCH.SERVICES	0	0	0	0	0

Arkansas Department of Education
Helena-West Helena School District
Unrestricted Funds Expenditure Report

Unrestricted Funds:
1000|1015|1017|1218|1229|1232|1240|1246|1290|1365|1372|2000|2001|2003|2004|2005|2006|2007|2008|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2038|2039|2040|2041|2044|2045|2047|2048|2050|2055|2056|2095|2096|2097|2098|2099|2101|2103|2111|2115|2116|2120|2125|2133|2150|2155|2160|2161|2213|2214|2215|2218|2219|2220|2225|2227|2229|2230|2232|2233|2234|2235|2237|2240|2245|2246|2250|2255|2260|2261|2263|2271|2277|2280|2290|2310|2325|2340|2365|2366|2368|2369|2372|2390|2392|2394|2395|2399|2765|4000|4001|4395

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
65100	STUDENT TRANSPORTATION	0	0	0	0	0
65190	PUPIL TRANSPORTATION	738,945	3,555	2,321	0	2,321
65210	PROPERTY INSURANCE	409,450	65,936	250,000	159,701	90,299
65220	LIABILITY INSURANCE	0	0	0	0	0
65240	FLEET INSURANCE	21,906	29,630	36,700	0	36,700
65250	ACCIDENT INS FOR STUDENTS	41,774	58,297	27,982	4,982	23,000
65290	OTHER INSURANCE	0	552	2,350	0	2,350
65300	COMMUNICATIONS	0	0	0	0	0
65310	TELEPHONE	57,532	78,408	113,000	64,545	48,455
65320	POSTAGE	12,313	9,475	10,700	5,149	5,551
65330	NETWORKING/INTERNET	1,173	1,699	17,585	1,012	16,573
65400	ADVERTISING	12,277	3,034	34,670	4,519	30,151
65500	PRINTING & BINDING	5,555	0	0	0	0
65600	TUITION	0	0	0	0	0
65610	TO LEA'S WITHIN STATE	2,500	0	0	0	0
65640	INTERM AGNCY-IN STATE	0	0	0	0	0
65690	OTHER TUITION	0	0	0	0	0
65700	FOOD SVS MANAGEMENT	0	0	0	0	0
65800	TRAVEL	0	0	0	0	0
65810	TRVL-CERT-IN DISTRICT	444	0	0	0	0
65820	TRVL-CLS IN DISTRICT	15,190	11,151	10,108	4,744	5,364
65830	TRVL CERT-OUT DISTRICT	2,187	1,742	2,376	1,179	1,196
65840	TRVL CLS OUT DISTRICT	968	900	2,859	1,319	1,540
65850	TRVL CERT OUT STATE	0	0	500	0	500
65860	TRVL CLS OUT STATE	0	0	0	0	0
65870	TRAVEL NON-EMPLOYE	9,553	2,333	1,968	981	987
65880	MEALS	5,059	13,472	20,000	2,249	17,751
65890	LODGING	3,967	9,225	15,694	7,887	7,807
65900	MISC PURC SVS	11,290	22,250	25,000	0	25,000
65910	SVS PURCHASED LOCALLY	0	0	0	0	0
65930	PURC-OTHER LEA OUT STATE	0	0	0	0	0
66100	GEN SUPPLIES	248,313	400,238	329,286	269,544	59,742
66107	GENERAL SUPPLIES-LOW VALU	1,498	0	2,000	0	2,000
66210	NAT.GAS	121,998	102,824	129,000	84,563	44,437
66220	ELECTRICITY	386,015	351,904	298,000	290,714	7,286
66230	BOTTLED GAS	0	0	0	0	0
66260	GASOLINE/DIESEL	140,325	110,002	93,787	69,283	24,504
66300	FOOD	0	971	1,200	0	1,200
66400	BOOKS & PERIODICALS	0	0	0	0	0
66410	TEXTBOOKS	175,055	6,331	133,912	160,684	(26,771)
66420	LIBRARY BOOKS	1,931	991	1,600	0	1,600
66430	PERIODICALS	216	2,539	3,425	0	3,425
66440	AUDIOVISUAL MATERIALS	0	0	0	0	0
66500	TECHN SUPPLIES	34,105	21,675	33,635	55,285	(21,651)

Arkansas Department of Education
Helena-West Helena School District
Unrestricted Funds Expenditure Report

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Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
66507	TECHNOLOGY	0	0	0	0	0
66510	SOFTWARE	0	0	0	4,212	(4,212)
66520	OTHER	1,036	0	0	0	0
66527	TECHNOLOGY SUPPLIES	0	0	0	0	0
66529		59,235	0	0	0	0
66600	BUILDING MATERIALS	0	0	0	0	0
66900	OTHER SUPPLIES & MATERIAL	0	0	0	0	0
67100	LAND & IMPROVEMENTS	0	0	0	0	0
67300	EQUIPMENT	0	0	0	0	0
67310	MACHINERY	8,344	0	4,293	4,293	0
67320	VEHICLES	897	183,390	329,535	90,061	239,474
67330	FURNITURE & FIXTURES	0	0	3,999	4,419	(420)
67340	TECHNOLOGY RELATED HARDWA	76,856	17,241	20,000	23,178	(3,178)
67350	TECHNOLOGY SOFTWARE	213,892	6,915	5,000	19,688	(14,688)
67390	OTHER EQUIPMENT	0	31,629	38,375	32,075	6,300
67400	INFRASTRUCTURE	0	0	0	28,284	(28,284)
67500	TECHN EQUIP	0	0	0	0	0
67900	DEP ACT	0	0	0	0	0
68100	DUES AND FEES	61,792	143,272	12,609	6,126	6,483
68200	JUDGMENTS AGAINST LEA	0	0	0	0	0
68300	INTEREST	289,003	84,225	112,300	111,925	375
68400	INDIRECT COST	0	0	0	0	0
68800	TAXES	0	0	0	0	0
68810	TAX ON RESALE ITEMS	0	13	0	0	0
68830	PROPERTY TAX	0	0	0	0	0
68900	MISC EXPENDITURES	0	0	0	0	0
68901	CONSTANT VARIANCE PD 9-11	(79,549)	0	0	0	0
68999	ALLOCATED CHARGES	0	0	0	0	0
69100	REDEMPTION OF PRINCIPAL	470,000	0	565,000	565,000	0
69330	TO BUILDING FUND	442,065	993,998	0	0	0
69360	TO FEDERAL GRANTS FUND	0	0	0	25,200	(25,200)
69400	PROGRAM FUNDING RETURN	26,956	147,854	0	0	0
69500	TRANSITS	0	0	0	0	0
69900	LOAN PAYMENT	0	0	0	0	0
Other Expenditure Totals		**4,905,252**	**4,265,502**	**3,840,169**	**2,572,455**	**1,267,714**
Overall Expenditure Totals		**14,567,078**	**13,591,689**	**14,116,268**	**8,352,031**	**5,764,237**

Hughes School District
LEA #6202
St Francis County

Classified in Fiscal Distress April 8, 2013

Fiscal Distress Indicators and Additional Concerns:

* Material audit exceptions or violations

District Profile:	2009-10	2010-11	2011-12	2012-13
Superintendent	**Ray Nassar**	**Ray Nassar**	**Jimmy Wilkins**	**Jimmy Wilkins/Sheryl Owens**
4 QTR ADM	427	415	389	348
Assessment	48,879,091	50,397,589	51,579,004	52,300,105
Total Mills	39.40	39.40	39.40	39.40
Total Debt Bond/Non Bond	736,673	662,584	588,091	519,268
Per Pupil Expenditures	14,842	15,558	14,466	14,475
Personnel-Non-Fed Licensed FTE	41.74	35.12	48.40	42.28
Personnel-Non-Fed Licensed Clsrm FTE	38.69	32.07	45.35	39.15
Avg Salary-Non-Fed Licensed FTE	50,519	57,593	37,242	41,315
Avg Salary-Non-Fed Licensed Clsrm FTE	47,923	50,031	36,574	39,374
Net Legal Balance (Excl Cat & QZAB)	1,387,784	2,225,583	1,653,181	1,208,967

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

Sheryl Owens was hired as Interim Superintendent on October 9, 2012.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2013-14

- Reduce 2.5 licensed employees through RIF
- Reduce 3 classified positions through RIF and attrition
- Reduce salary expense from contract payout of former superintendent
- Reduce bus routes from 5 to 3
- Assign an additional .50 FTE to the central office to correct audit findings
- Establish new procedures to correct past audit findings and strengthen fiscal integrity
- Comply with APSCN timelines for bank statement reconciliation

Arkansas Department of Education
Hughes School District
Unrestricted Funds Report

FY14 as of March 31, 2014			
Beginning Balance 7/1/2013	Revenue	Expenditures	Ending Balance 3/31/2014
1,195,931	2,270,357	1,801,599	1,664,690
FY14 Budget			
Beginning Balance 7/1/2013	Revenue	Expenditures	Projected Balance 6/30/2014
1,195,931	3,130,506	2,515,430	1,811,007
FY13			
Beginning Balance 7/1/2012	Revenue	Expenditures	Ending Balance 6/30/2013
1,643,395	3,002,815	3,450,278	1,195,931
FY12			
Beginning Balance 7/1/2011	Revenue	Expenditures	Ending Balance 6/30/2012
2,215,798	3,510,636	4,083,038	1,643,395

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Hughes School District
Unrestricted Funds Revenue Report

General Operating Funds:
1000|1007|1120|1218|1246|1285|1920|1950|1954|2000|2001|2002|2005|2006|2007|2099|2119|2120|2199|2200|2210|2211|2213|2215|2216|2217|2218|2219|2220|2227|2240|2245|2246|2255|2260|2271|2285|2292|2295|2310|2344|2350|2370|2377|2390|2392|2394|2446|2485|2486|2920|4000

Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
11110	PROPERTY TAXES-CURRENT	851,809	913,251	925,000	924,199	801
11115	PROPERTY TAX RELIEF	33,227	38,691	39,000	65,186	(26,186)
11120	PROPERTY TAX-40% BY 6/30	513,126	789,388	790,000	352,322	437,678
11125	PROPERTY TAX RELIEF 40%	7,759	20,395	20,000	12,155	7,845
11130	ERROR	0	0	0	0	0
11135	ERROR	0	0	0	0	0
11140	PROPERTY TAX-DELINQUEST	10,782	47,912	48,000	30,932	17,068
11150	EXCESS COMMISSION	42,083	40,369	40,000	40,769	(769)
11160	LAND REDEMPTION/LAND SALE	207,635	122,431	125,000	84,911	40,089
11200	SALES AND USE TAX	0	0	0	0	0
11400	PENALTIES/INTEREST ON TAX	0	0	0	0	0
11900	OTHER TAXES	0	0	0	0	0
12000	LOCAL NON-LEA REVENUE	0	0	0	0	0
12100	REVENUE IN LIEU OF TAXES	0	0	0	0	0
12800	REVENUE IN LIEU OF TAXES	0	0	0	3,442	(3,442)
12900	OTHER LOCAL NON-LEA REVEN	0	0	0	0	0
14900	TRANS FEES-OTHER SOURCES	0	0	0	0	0
15100	INTEREST ON INVESTMENTS	3,282	3,332	6,500	4,596	1,904
15900	OTHER EARNINGS INVESTMENT	0	0	0	0	0
19000	OTHER REV-LOCAL SOURCES	0	0	0	0	0
19110	16TH SECTION LAND RENT	0	0	0	0	0
19200	PRIVATE CONTRIBUTIONS	0	0	0	0	0
19300	SALES OF SUPPLIES & MATER	0	0	0	5,504	(5,504)
19400	TEXTBOOK SALES & RENTALS	0	0	0	0	0
19515	LEA'S SUPERVISOR PROGRAM	0	0	0	0	0
19600	SVS-OTHER GOVNMT UNITS	0	0	0	0	0
19800	REFUNDS OF PRIOR YR EXPEN	35,429	0	0	26,766	(26,766)
19900	MISC REV FR LOCAL SOURCES	236,257	40,038	40,000	28,375	11,625
21100	CNTY GENERAL APPORTIONMNT	0	0	0	0	0
21200	SEVERANCE TAX	0	0	0	0	0
21900	OTHER REV FR COUNTY	0	0	0	0	0
28000	REVENUE IN LIEU OF TAXES	0	0	0	0	0
31000	UNREST GRANTS FROM STATE	0	0	0	0	0
31100	MINIMUM FOUNDATION PGM	0	0	0	0	0
31101	STATE FOUNDATION FUND	1,319,230	1,184,455	943,859	686,440	257,419
31102	ENHANCED FUNDING	0	0	0	0	0
31103	98% URT LESS	0	5,044	5,000	0	5,000
31110	STATE EQUALIZATION	0	0	0	0	0
31150	STATE EQUALIZATION AID	0	0	0	0	0
31200	ADD'L BASE FUNDING	0	0	0	0	0
31250	CRISIS RELIEF FDS-TRANS	0	0	0	0	0
31400	TRANSPORTATION AID	0	0	0	0	0
31450	STUDENT GROWTH FUNDING	0	0	0	0	0

Arkansas Department of Education
Hughes School District
Unrestricted Funds Revenue Report

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Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
31460	DECLINING ENROLLMENT FD	0	0	136,075	136,075	0
31600	INCENTIVE FUNDING	0	0	0	0	0
31650	LOSS FUNDING REVENUE	0	0	0	0	0
31900	OTHER	0	0	0	0	0
32211	READING PROGRAMS	0	0	0	0	0
32213	SPECIAL RECOGNITION GRANT	0	0	0	0	0
32215	ALTERNATIVE ED GRANT	0	0	0	0	0
32216	COMPENSATORY ED	0	0	0	0	0
32219	EISENHOWER MATH/SCIENCE	0	0	0	0	0
32222	CAREER EDUCATION	0	0	0	0	0
32226	RECRUITMENT/RETENTION	106,999	80,707	0	0	0
32227	COLLEGE PREP ENRICH PGM	0	0	0	0	0
32232	ALT LEARNING PROG GRANTS	0	0	0	0	0
32234	AT RISK FD LEP STUDENTS	0	0	0	0	0
32240	AFRICAN AMERICAN RESOURCE	0	0	0	0	0
32249	GT	128,112	122,407	0	0	0
32250	PATHWISE MENTORING	6,200	1,600	0	1,800	(1,800)
32310	HAND CHILD-SUPV/EXTEND YR	1,665	1,411	1,000	0	1,000
32320	G & T-AEGIS PGM	0	0	0	0	0
32330	NON-HAND-RESID TREATMENT	0	0	0	0	0
32340	HAND-RESIDENT TREATMENT	0	1,785	0	0	0
32361	AP-MAY2005 EXAM SCORES	0	0	0	0	0
32370	PRE-SCH SPECIAL ED	0	0	0	0	0
32371	LIMITED ENGLISH PROF	0	0	0	0	0
32381	NSLA	0	0	0	0	0
32415	VOCATIONAL	0	0	0	0	0
32420	VOC CAPITAL EQUIP GRANT	0	0	0	0	0
32440	TECH PREP COORDINATION	0	0	0	0	0
32442	TECH PREP LEARNING	0	0	0	0	0
32480	VOC NEW PGM START-UP	0	0	0	0	0
32488	PRINCIPLES OF TECHNOLOGY	0	0	0	0	0
32550	PATHWISE REVENUE	0	0	0	0	0
32610	ED SERVICES COOPERATIVE	0	0	0	0	0
32715	PROVERTY INDEX FUNDING	0	0	0	0	0
32720	K-3 SUMMER SCHOOL	0	0	0	0	0
32755	MCRAT	0	0	0	0	0
32813	TRANSPORTATION	0	0	0	0	0
32900	OTHER	0	0	0	0	0
32910	WORKER'S COMP INSURANCE	0	0	0	0	0
32912	GENERAL FACILITIES	6,131	4,598	3,066	3,066	0
32913	GROWTH FACILITY FUNDING	0	0	0	0	0
32915	DEBT SERVICE SUPPLEMENT	910	0	0	0	0
32920	ACT 799 GAME & FISH	0	0	0	0	0

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Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
32990	56% SETTLEMENT	0	0	0	0	0
41200	WILDLIFE REFUGE	0	0	0	0	0
41300	REV IN LIEU OF TAXES	0	0	0	0	0
42100	FOREST RESERVE	0	0	0	0	0
42200	FLOOD CONTROL	0	0	0	0	0
42300	MINERAL LEASES	0	0	0	0	0
42400	FEDERAL GRAZING	0	0	0	0	0
42500	IMPACT AID	0	0	0	0	0
43130	ALCOHOL/DRUG PREV 93-422	0	0	0	0	0
43140	NATL ENDOW HUMAN 89-209	0	0	0	0	0
45110	ESEA CH1 COMP(R) 100-297	0	0	0	0	0
45130	ESEA CH2 ELEM/SEC ED ACT	0	0	0	0	0
45131	ESEA TITLE2 BASIC SKILLS	0	0	0	0	0
45318	VOC-SUPP GRNTS-IMPROV ACT	0	0	0	0	0
45610	ESEA TITLE VIB-HAND EDUCA	0	0	0	0	0
45650	EARLY CHILD TEACH RESEARC	0	0	0	0	0
45910	MEDICARE CATASTROPHIC COV	0	0	0	0	0
45920	EISENHOWER MATH/SCI PROJ	0	0	0	0	0
45940	WOMENS ED EQUITY ACT	0	0	0	0	0
48000	REVENUE IN LIEU OF TAXES	0	0	0	0	0
50000	OTHER SOURCES	0	0	0	0	0
51000	FINANCING SOURCES	0	0	0	0	0
51100	BONDED INDEBTEDNESS	0	0	0	0	0
51200	REVOLVING LOANS	0	0	0	0	0
51300	POSTDATED WARRANT	0	0	0	0	0
51900	MISC NON-REVENUE SOURCE	0	0	0	0	0
51999	AUDIT ADJUSTMENT	0	(414,998)	0	(136,181)	136,181
52000	INTERFUND TRANSFERS	0	0	0	0	0
52400	TRANS FROM DEBT SERV FUND	0	0	0	0	0
52500	TRANS FROM CAPITAL OUTLAY	0	0	0	0	0
52600	TRANS FROM FEDERAL GRANTS	0	0	0	0	0
52850		0	0	0	0	0
52900	INDIRECT COST REIMBURSEMENT	0	0	8,006	0	8,006
53100	SALE OF EQUIPMENT	0	0	0		0
53200	SALE OF BUILD & GROUNDS	0	0	0	0	0
Total Revenue		**3,510,636**	**3,002,815**	**3,130,506**	**2,270,357**	**860,149**

Arkansas Department of Education
Hughes School District
Unrestricted Funds Expenditure Report

General Operating Funds:
1000|1007|1120|1218|1246|1285|1920|1950|1954|2000|2001|2002|2005|2006|2007|2099|2119|2120|2199|2200|2210|2211|2213|2215|2216|2217|2218|2219|2220|2227|2240|2245|2246|2255|2260|2271|2285|2292|2295|2310|2344|2350|2370|2377|2390|2392|2394|2446|2485|2486|2920|4000

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
61100	REG EMPLOYEES	0	0	0	0	0
61110	CERT SALARY	1,683,452	1,652,437	858,042	670,629	187,413
61120	CLS SALARY	616,657	452,151	297,582	222,580	75,002
61210	TEMP-CERTIFIED	0	0	0	0	0
61220	TEMP-CLASSIFIED	0	0	0	0	0
61300	OVERTIME	0	0	0	0	0
61610	CERTIFIED TRAVEL	0	0	0	0	0
61620	WORKSHOPS	0	0	0	0	0
61700	SUBSTITUTES	0	0	0	0	0
61710	CERT SUBSTITUTES	76,672	62,280	62,000	26,956	35,044
61720	CLS SUBSTITUTES	0	0	0	10,242	(10,242)
61800	UNUSED SICK LEAVE	0	0	0	0	0
61810	CERT UNUSED SICK	0	0	0	0	0
61820	CLS UNSUDED SICK	0	0	0	0	0
61900	OTHER SALARIES	0	0	0	0	0
62000	PRSNL SVS-BENEFITS	0	0	0	0	0
62100	GRP INSURANCE	0	0	0	0	0
62110	CERT GROUP INS	0	0	0	0	0
62120	CLS GROUP INS	0	0	0	0	0
62200	CLS SOC SEC	0	0	0	0	0
62210	CERT SOC SEC	99,675	94,764	96,062	49,917	46,145
62220	CLS SOC SEC	35,820	31,327	18,450	15,533	2,918
62260	CERT MEDICARE	23,320	22,163	16,786	11,674	5,112
62270	CLS MEDICARE	8,378	7,326	4,315	3,632	682
62300	TEACH RET.CONTRIBUTORY	0	0	0	0	0
62310	CERT TCH RET-CONT	258,092	219,106	153,371	109,532	43,839
62320	CLS TCH RET - CONT	80,558	71,146	44,179	35,097	9,082
62410	CERT TUITION REIMB	0	738	0	0	0
62420	TUITION REIM-CLASSIFIED	0	0	0	0	0
62500	UNEMPLY-COMP	0	0	0	0	0
62510	CERT UNEMPLOY COMP	0	0	0	0	0
62520	CLS UNEMPLOY COMP	0	0	0	0	0
62600	WK COMPENSATION	0	0	0	0	0
62610	CERT WKR'S COMP	23,891	26,866	27,000	28,341	(1,341)
62620	CLS WKR'S COMP	3,730	0	0	0	0
62700	HLT BENEFITS	0	0	0	0	0
62710	CERT HEALTH BENEFITS	27,846	30,193	26,132	16,061	10,071
62720	CLS HEALTH BENEFITS	3,023	5,128	3,144	2,660	484
62800	PUB.RET-CONTRIBUTIONS	0	0	0	0	0
62810	CERT PUB RET CONT.	0	0	0	0	0
62820	CLS PUB RET CONT	0	0	0	0	0

Arkansas Department of Education
Hughes School District
Unrestricted Funds Expenditure Report

General Operating Funds:
1000|1007|1120|1218|1246|1285|1920|1950|1954|2000|2001|2002|2005|2006|2007|2099|2119|2120|2199|2200|2210|2211|2213|2215|2216|2217|2218|2219|2220|2227|2240|2245|2246|2255|2260|2271|2285|2292|2295|2310|2344|2350|2370|2377|2390|2392|2394|2446|2485|2486|2920|4000

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
62900	OTHER BENEFITS	0	0	0	0	0
62910	OTHER BENEFITS-CERTIFIED	0	0	0	0	0
62920	OTHER BENEFITS-CLASSIFIED	0	0	0	0	0
Salaries & Benefits Totals		**2,941,114**	**2,675,624**	**1,607,063**	**1,202,855**	**404,209**
63000	PURC SVS-PROF & TECHNICAL	0	0	0	0	0
63100	OFFICIAL/ADMINISTRATIVE	0	0	0	0	0
63110	STAFF SERVICES	0	0	0	0	0
63120	MANAGEMENT SERVICES	0	0	0	0	0
63130	BOARD OF ED SERVICES	0	0	0	0	0
63200	PROFESSIONAL-EDUCATIONAL	0	0	0	0	0
63210	INSTRUCTIONAL	0	0	0	0	0
63220	INST PGRM-IMPROVEMENT SVS	64,718	0	0	0	0
63230	EDUCATIONAL CONSULTING	0	0	0	0	0
63240	STUDENT ASSESSMENT	0	0	0	0	0
63300	INVALID DO NOT USE	0	0	0	0	0
63310	PUPIL SERVICES	175	0	0	0	0
63320	PROF TRAINING CLS	0	0	0	0	0
63350	MEDICAL SUPPORT SERVICES	0	0	0	0	0
63410	DATA PROCESSING SERVICES	0	0	0	0	0
63440	LEGAL	30,000	0	25,000	0	25,000
63441	LEGAL LITIGATION	57,327	96,795	100,000	91,610	8,390
63445	LEGAL-RESEARCH-OPINIONS	0	0	0	0	0
63490	OTHER PROF SERVICES	11,771	8,952	800	0	800
63590	OTHER TECH SERVICES	0	0	0	0	0
63900	OTHER PURC PROF/TECH SVS	82,288	119,648	185,730	79,280	106,450
63930		0	0	0	0	0
64110	WATER/SEWER	3,019	2,789	3,100	1,620	1,480
64200	CLEANING SERVICES	0	0	0	0	0
64210	DISPOSAL/SANATATION	42,500	0	0	0	0
64230	CUSTODIAL	0	0	22,000	0	22,000
64240	LAWN CARE	3,700	0	0	0	0
64300	REPAIR & MAINTENANCE SVS	0	0	0	0	0
64310	BLDG & GROUNDS	16,721	27,919	11,600	7,888	3,712
64320	EQUPMENT & VEHICLES	539	0	0	0	0
64400	RENTALS	0	0	0	0	0
64410	LAND & BLDGS	13,080	17,440	1,800	0	1,800
64420	EQUIP & VEHICLES	677	4,393	5,000	464	4,536
64430	COPIERS	11,670	13,318	20,000	9,459	10,541
64500	CONSTRUCTION SERVICES	0	0	0	0	0
64900	OTHER PURC PROPERTY SVS	0	0	0	0	0
65000	OTHR PURCH.SERVICES	0	0	0	0	0

Arkansas Department of Education
Hughes School District
Unrestricted Funds Expenditure Report

General Operating Funds:
1000|1007|1120|1218|1246|1285|1920|1950|1954|2000|2001|2002|2005|2006|2007|2099|2119|2120|2199|2200|2210|2211|2213|2215|2216|2217|2218|2219|2220|2227|2240|2245|2246|2255|2260|2271|2285|2292|2295|2310|2344|2350|2370|2377|2390|2392|2394|2446|2485|2486|2920|4000

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
65110	ANOTHER LEA IN STATE	0	0	0	0	0
65200	INS.,NOT BENEFITS	0	0	0	0	0
65210	PROPERTY INSURANCE	66,241	0	37,000	36,352	648
65220	LIABILITY INSURANCE	3,175	4,101	4,200	8,625	(4,425)
65240	FLEET INSURANCE	4,549	0	0	0	0
65250	ACCIDENT INS FOR STUDENTS	0	0	0	0	0
65290	OTHER INSURANCE	6,232	3,772	3,800	5,803	(2,003)
65300	COMMUNICATIONS	0	0	0	0	0
65310	TELEPHONE	17,775	18,861	19,000	16,404	2,596
65320	POSTAGE	2,266	3,022	3,000	1,814	1,186
65400	ADVERTISING	2,694	2,401	2,500	4,947	(2,447)
65500	PRINTING & BINDING	2,687	0	0	0	0
65600	TUITION	0	0	0	0	0
65610	TO LEA'S WITHIN STATE	594	0	0	0	0
65690	OTHER TUITION	0	0	0	0	0
65700	FOOD SVS MANAGEMENT	0	0	0	0	0
65800	TRAVEL	0	0	0	0	0
65810	TRVL-CERT-IN DISTRICT	7,306	950	7,035	1,153	5,882
65820	TRVL-CLS IN DISTRICT	1,812	3,732	3,100	1,517	1,583
65830	TRVL CERT-OUT DISTRICT	0	0	0	0	0
65840	TRVL CLS OUT DISTRICT	0	0	0	0	0
65850	TRVL CERT OUT STATE	0	0	0	0	0
65860	TRVL CLS OUT STATE	0	0	0	0	0
65870	NON EMPLOYEE TRAVEL	103	0	0	0	0
65880	MEALS	2,461	236	350	65	285
65890	LODGING	10,360	1,899	4,600	1,121	3,479
65900	MISC PURC SVS	0	0	0	0	0
65910	SVS PURCHASED LOCALLY	0	0	0	0	0
66000	SUPPLIES & MATERIALS	0	0	0	0	0
66100	GEN SUPPLIES	265,818	106,671	132,175	87,983	44,192
66107	LOW VALUE EQUIPMENT	0	0	0	0	0
66210	NAT.GAS	26,079	24,511	25,000	19,539	5,461
66220	ELECTRICITY	86,373	85,191	85,000	68,403	16,597
66230	BOTTLED GAS	0	0	0	0	0
66260	GASOLINE/DIESEL	53,635	27,121	28,200	26,924	1,276
66290	OTHER	0	0	0	0	0
66300	FOOD	0	0	0	0	0
66400	BOOKS & PERIODICALS	0	0	0	0	0
66410	TEXTBOOKS	3,389	7,459	16,000	1,678	14,322
66420	LIBRARY BOOKS	0	0	0	0	0
66430	PERIODICALS	764	200	200	0	200

Arkansas Department of Education
Hughes School District
Unrestricted Funds Expenditure Report

General Operating Funds:
1000|1007|1120|1218|1246|1285|1920|1950|1954|2000|2001|2002|2005|2006|2007|2099|2119|2120|2199|2200|2210|2211|2213|2215|2216|2217|2218|2219|2220|2227|2240|2245|2246|2255|2260|2271|2285|2292|2295|2310|2344|2350|2370|2377|2390|2392|2394|2446|2485|2486|2920|4000

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
66440	AUDIOVISUAL MATERIALS	0	0	0	0	0
66500	TECHN SUPPLIES	0	0	0	0	0
66510	SOFTWARE	1,170	3,724	2,600	0	2,600
66520	OTHER	7,785	0	0	15,570	(15,570)
66527	LOW VALUE TECH SUPPLIES	0	0	0	0	0
66900	OTHER SUPPLIES & MATERIAL	0	0	0	0	0
67000	PROPERTY	0	0	0	0	0
67100	LAND & IMPROVEMENTS	0	0	0	0	0
67300	EQUIPMENT	0	0	0	0	0
67310	MACHINERY	0	0	0	1,695	(1,695)
67320	VEHICLES	63,523	111	0	0	0
67330	FURNITURE & FIXTURES	0	0	0	0	0
67340	TECHNOLGY HARDWARE	0	0	0	0	0
67350	TECHNOLOGY SOFTWARE	0	0	0	0	0
67390	OTHER EQUIPMENT	0	0	0	0	0
67500	TECHN EQUIP	0	0	0	0	0
67900		0	0	0	0	0
68000	OTHER OBJECTS	0	0	0	0	0
68100	DUES AND FEES	42,410	60,138	68,380	24,545	43,835
68101	TEACHER LICENSE	300	0	0	0	0
68200	JUDGMENTS AGAINST LEA	0	0	0	0	0
68300	INTEREST	12,401	23,184	24,197	24,286	(89)
68400	INDIRECT COST	0	0	0	0	0
68800	TAXES	0	0	0	0	0
68830	PROPERTY TAX	0	0	0	0	0
68900	MISC EXPENDITURES	0	0	0	0	0
69000	OTHER USES OF FUNDS	0	0	0	0	0
69100	REDEMPTION OF PRINCIPAL	66,094	69,736	67,000	60,000	7,000
69300	FUND TRANSFERS-PERMANENT	0	0	0	0	0
69380	TO FOOD SERVICE	0	4,076	0	0	0
69400	PROGRAM FUNDING RETURN	0	0	0	0	0
69620	FOOD PREP	45,744	32,305	0	0	0
Other Expenditure Totals		**1,141,924**	**774,654**	**908,367**	**598,744**	**309,623**
Overall Expenditure Totals		**4,083,038**	**3,450,278**	**2,515,430**	**1,801,599**	**713,832**

Mineral Springs School District
LEA # 3104
Howard County

Classified in Fiscal Distress: December 10, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2009-10	2010-11	2011-12	2012-13
Superintendent	**Max Adcock**	**Max Adcock**	**Max Adcock**	**Bill Blackwood**
4 QTR ADM	498	479	489	442
Assessment	47,820,121	57,839,673	72,455,784	163,618,794
Total Mills	34.00	34.00	34.00	34.00
Total Debt Bond/Non Bond	2,543,686	3,489,443	3,412,481	3,456,795
Per Pupil Expenditures	10,685	11,097	11,303	12,274
Personnel-Non-Fed Licensed FTE	51.72	49.91	59.02	55.17
Personnel-Non-Fed Licensed Clsrm FTE	46.72	42.33	51.62	49.66
Avg Salary-Non-Fed Licensed FTE	44,809	48,703	43,692	44,884
Avg Salary-Non-Fed Licensed Clsrm FTE	40,769	45,202	41,026	41,321
Net Legal Balance (Excl Cat & QZAB)	904,955	948,953	620,398	575,533

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

Mr. Curtis Turner was appointed Superintendent for the 2013-14 School Year.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2013-14

- Reduced cost by the closing of the Saratoga campus
- Reduced employees through attrition
- Reduced extended day contracts
- Revise the salary schedule
- Reduce costs by tracking utility and copier costs
- Reduce costs by limiting field trips and athletic travel
- Reduced salary expense from contract payout of former superintendent

Arkansas Department of Education
Mineral Springs School District
Unrestricted Funds Report

FY14 as of March 31, 2014			
Beginning Balance 7/1/2013	Revenue	Expenditures	Ending Balance 3/31/2014
486,929	4,722,407	2,408,680	2,800,657
FY14 Budget			
Beginning Balance 7/1/2013	Revenue	Expenditures	Projected Balance 6/30/2014
486,929	5,594,654	3,382,705	2,698,878
FY13			
Beginning Balance 7/1/2012	Revenue	Expenditures	Ending Balance 6/30/2013
422,465	4,653,230	4,588,766	486,929
FY12			
Beginning Balance 7/1/2011	Revenue	Expenditures	Ending Balance 6/30/2012
758,720	4,214,613	4,550,868	422,465

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Pulaski County Special School District
LEA # 6003
Pulaski County

Classified in Fiscal Distress May 16, 2011
* Additional indicator of a declining balance added on February 13, 2012

Fiscal Distress Indicators and Additional Concerns:

* Material state or federal audit exceptions or violations
* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2009-10	2010-11	2011-12	2012-13
Superintendent	**Rob McGill**	**Charles Hopson**	**Jerry Guess**	**Jerry Guess**
4 QTR ADM	16,989	16,618	14,392	17,032
Assessment	2,302,878,392	2,352,330,997	2,468,039,116	2,525,539,079
Total Mills	40.70	40.70	40.70	40.70
Total Debt Bond/Non Bond	152,055,788	149,919,256	149,101,780	145,498,672
Per Pupil Expenditures	10,783	11,392	13,268	10,566
Personnel-Non-Fed Licensed FTE	1,313.96	1,551.55	1,318.21	1,346.10
Personnel-Non-Fed Licensed Clsrm FTE	1,211.27	1,447.02	1,220.29	1,250.24
Avg Salary-Non-Fed Licensed FTE	55,927	48,186	58,079	50,795
Avg Salary-Non-Fed Licensed Clsrm FTE	53,334	44,930	55,541	48,215
Net Legal Balance (Excl Cat & QZAB)	7,852,237	2,491,321	13,591,944	17,097,470

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2011-12

- Revised policy specific to board and employee travel
- Revised policy to discontinue the utilization of blanket purchase orders
- Complied with APSCN timelines for bank statement reconciliation
- Revised procedures to segregate purchasing duties within the business division with respect to fixed assets
- Monitored compliance with Board procedures to add competitive bid awards as a regular agenda item
- Segregated accounting duties in payroll to achieve reliable payroll preparation and authorization
- Segregated accounting duties in regard to receipt of funding
- Developed and implemented a district wide overtime policy
- Enforced policy of employees not working past their contracted days without prior written approval
- Developed and implemented a district wide plan to secure district assets
- Monitored compliance with IRS regulations in regard to use of district provided vehicles
- Monitored compliance with district policy in regard to voiding of outstanding checks
- Monitored compliance with districts policy in regard to cell phone usage, use of gift cards and credit cards
- Published FBI "Corruption Reporting" email and phone number on the District website
- Established a policy for budget adjustments
- Monitored and implemented corrective actions for the 2008 through 2010 audit findings
- Demonstrated a "Tone at the Top" approach to financial accountability
- Monitored all expenses to remain within budget
- Accurately projected future revenue for budget purposes
- Supervised and monitored the procedure for proper federal and local employee coding
- Supervised and monitored proper accounts receivable procedures
- Monitored compliance of coding with the Arkansas Financial Accounting Manual
- Supervised and monitored the issuance of manual checks
- Supervised and monitored the proper use of desegregation funding
- Educated employees on fiscal policies and procedures
- Conducted audits through Legislative Audit
- Submitted Fiscal Distress Plan progress statements as a Board action agenda item
- Reduced 77 licensed and classified positions through RIF

2012-13

- Reduced salaries for 2012-13 through attrition
- Reduced teacher salary schedule from 192 to 190 days
- Implemented a new district-wide copier bid
- Revised employee insurance package
- Changed school bell schedule
- Reduced numerous personnel benefits paid above the state minimum
- Restructured debt through a bond refunding with a lower interest rate
- Established numerous new procedures that corrected past audit findings and strengthened fiscal integrity
- Implemented corrective actions pertaining to the FY11 audit findings
- Identified cost reduction possibilities if state desegregation funding is eliminated
- Reversed the declining balance and build the legal balance to 10% of Annual Expenditures
- Established a policy for budget adjustments

Arkansas Department of Education
Pulaski County Special School District
Unrestricted Funds Report

FY14 as of March 31, 2014			
Beginning Balance 7/1/2013	Revenue	Expenditures	Ending Balance 3/31/2014
16,735,979	110,923,335	115,613,704	12,045,610
FY14 Budget			
Beginning Balance 7/1/2013	Revenue	Expenditures	Projected Balance 6/30/2014
16,735,979	172,973,198	172,505,577	17,203,600
FY13			
Beginning Balance 7/1/2012	Revenue	Expenditures	Ending Balance 6/30/2013
13,211,766	170,221,316	166,697,103	16,735,979
FY12			
Beginning Balance 7/1/2011	Revenue	Expenditures	Ending Balance 6/30/2012
2,137,948	194,039,627	182,965,810	13,211,766

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Pulaski County Special School District
Unrestricted Funds Revenue Report

Unrestricted Funds:
1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
11110	PROPERTY TAXES-CURRENT	58,825,393	46,078,302	47,810,232	49,657,527	(1,847,295)
11115	TAX RELIEF SALES TAX	0	0	0	0	0
11120	PROPERTY TAX-40% BY 6/30	41,261,607	41,557,015	42,388,155	2,434	42,385,721
11140	PROPERTY TAX-DELINQUENT	5,767,740	4,863,918	4,863,918	4,366,429	497,489
11150	EXCESS COMMISSION	1,458,303	1,576,016	1,576,016	2,063,034	(487,018)
11160	LAND REDEMP-IN STATE SALE	800,345	672,262	672,262	589,641	82,621
11400	PENALTIES/INTEREST ON TAX	4,382	4,362	15,542	2,025	13,517
12800	REVENUE IN LIEU OF TAXES	25,520	14,545	14,545	31,625	(17,080)
13120	TUITION-SUMMER SCHOOL	20,840	30,270	0	(470)	470
13140	TUITION-DAY CARE	270,940	646,486	473,308	250,265	223,043
13190	TUITION-OTHER PROGRAMS	2,130	5,220	0	2,510	(2,510)
13195	TUITION-CYBER ACADEMY	0	0	0	0	0
14290	TRANS FEES OTHER PROGRAMS	0	0	0	0	0
15100	INTEREST ON INVESTMENTS	26,136	107,951	100,000	57,449	42,551
15900	OTHER EARNINGS INVESTMENT	758	88	0	0	0
16110	SCHOOL LUNCH PROGRAM	0	0	0	0	0
16120	SCHOOL BREAKFAST PROGRAM	0	0	0	0	0
16215	A LA CARTE INCOME	0	0	0	0	0
16220	ADULT	0	0	0	0	0
16300	SPECIAL FUNCTIONS	0	0	0	0	0
16400	PERFORMANCE BASED REIMB	0	0	0	0	0
16900	OTHER FOOD SVS REVENUE	0	0	0	0	0
16910	SALES INSIDE DISTRICT	105,000	0	32,277	22,277	10,000
17110	ATHLETICS	0	0	0	0	0
17120	OTHER SCH SPONSORED EVENT	0	0	0	0	0
17130	STDNT ORG-EVENTS & ACTIV	0	0	0	0	0
17200	SALES	0	0	0	0	0
17210	SCH SPNSRD-PICTURES,ETC	0	0	0	0	0
17220	STDNT SPON SALES - IE CANDY	0	0	0	0	0
17300	ORG MEMBERSHIP DUES/FEES	0	0	0	0	0
17310	STDNT ORG MEMBERSHIP DUES	0	0	0	0	0
17400	PUPIL FEES-LOCKERS/FINES	0	1,220	0	0	0
17500	REV FROM ENTERPRISE ACTVT	0	0	0	0	0
17510	ATHLETIC GUARANTEES	0	0	0	0	0
17590	OTHER CONTRACTED SERVICES	0	0	0	0	0
17900	OTHER STDNT ACTIVITY REV	74,744	58,228	0	31,212	(31,212)
18100	ATHLETIC	0	0	0	0	0
18900	OTHER COMMUNITY SVS ACT	0	0	0	0	0
19130	LEA BUILDGS & FACILITIES	58,662	31,361	31,361	14,903	16,458
19200	PRIVATE CONTRIBUTIONS	16,128	0	0	0	0
19300	SALES OF SUPPLIES & MATER	0	0	0	0	0

Arkansas Department of Education
Pulaski County Special School District
Unrestricted Funds Revenue Report

Unrestricted Funds:
1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
19400	TEXTBOOK SALES & RENTALS	57	0	0	0	0
19516	STAFF DEVELOPMENT	0	0	0	0	0
19600	SVS-OTHER GOVNMT UNITS	0	0	0	36,255	(36,255)
19800	REFUNDS OF PRIOR YR EXPEN	135,810	92,308	0	11,773	(11,773)
19900	MISC REV FR LOCAL SOURCES	336,552	203,859	190,327	140,253	50,074
19905	JAX HIGH PRINT SHOP SALES	0	0	0	0	0
19910	PACT\PASS PRESIDENT	0	0	0	0	0
19911	TEACHER PROF GROWTH-2082	0	0	0	0	0
19912	SUPP STAFF PROF GRWTH2084	0	0	0	0	0
19913	ADM PROF GROWTH-2082	0	0	0	0	0
19915	AEA PRES REIMB	0	0	0	0	0
21000	UNREST GRANTS-COUNTY	0	0	0	0	0
21100	CNTY GENERAL APPORTIONMNT	0	0	0	0	0
21200	SEVERANCE TAX	22,371	9,551	9,551	16,163	(6,612)
22000	RESTRICTED GRANTS	13,787	200	0	3,190	(3,190)
28000	REVENUE IN LIEU OF TAXES	0	0	0	0	0
31100	STATE EQUALIZATION AID	0	0	0	0	0
31101	FOUNDATION FUNDING	42,845,370	42,447,890	44,737,262	32,594,198	12,143,064
31102	ENHANCED EDUCATIONAL FUND	0	0	0	0	0
31103	98% TX COLLECT GUARANTEE	751,006	959,904	958,719	0	958,719
31460	DECLINING ENROLLMENT	1,129,114	1,356,539	0	0	0
31600	INCENTIVE FUNDING	0	0	0	0	0
31900	UNRESTRICTED GRANTS-OTHER	0	0	0	0	0
31910	INSURANCE/T RETIREMENT	0	0	0	0	0
32110	ADULT BASIC	0	0	0	49,637	(49,637)
32120	ADULT GENERAL EDUCATION	0	0	0	0	0
32130	WORKPLACE ADULT EDUCATION	0	0	0	0	0
32140	ADULT ED SPECIAL PROJECTS	0	0	0	0	0
32225	ARK EAST TECHNOLOGY GRANT	20,702	0	10,000	10,000	0
32227	COLLEGE PREP ENRICH PGM	0	0	0	0	0
32229	HIGH TECH TRAINING CENTER	0	0	0	0	0
32232	ALT LEARNING PROG GRANT	0	0	26,062	26,062	0
32250	PQE INDUCTION/MENTORING	78,356	114,300	109,600	126,400	(16,800)
32251	CWIP-CHILD WELLNESS INTER	0	0	0	0	0
32253	PATHWISE MENTOR TRAINING	1,444	0	0	0	0
32256	PROF DEV ACT 59	0	0	0	0	0
32260	FISH AND WILDLIFE FINES	0	0	0	1,867	(1,867)
32290	OTHER GRANTS& AID STATE	0	0	0	0	0
32310	HAND CHILD-SUPV/EXTEND YR	71,313	69,904	69,904	0	69,904
32314	SPECIAL ED ESY	10,360	6,660	6,660	6,808	(148)
32330	NON-HAND-RESID TREATMENT	1,166,121	1,171,445	1,171,445	523,980	647,465

Arkansas Department of Education
Pulaski County Special School District
Unrestricted Funds Revenue Report

Unrestricted Funds:
1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
32340	HAND-RESIDENT TREATMENT	1,065,652	1,029,970	1,029,970	380,460	649,510
32350	EARLY CHILDHOOD SPED	0	608,487	471,908	192,975	278,933
32355	CATASTROPHIC OCCUR. FDG.	504,058	468,540	505,000	0	505,000
32361	GIFTED/TALENT-ADVANCE PLA	15,900	16,300	17,700	17,700	0
32363	AAIMS ADV PLACE INCENTIVE	0	0	4,514	4,514	0
32370	ALTERNATIVE LEARNING ENV	0	0	0	0	0
32371	LIMITED ENGISH PROFICIENC	0	0	0	0	0
32381	NATL SCH LUNCH FUNDING	0	0	0	0	0
32415	SECONDARY WORKFORCE CTRS	0	0	0	0	0
32430	WORKFORCE ED-SPEC NEEDS	26,282	15,892	2,332	0	2,332
32470	TRADITONAL APPRENTICESHIP	112,686	11,492	66,000	6,762	59,238
32480	WORKFORCE NEW PROG START	40,553	43,544	72,302	0	72,302
32520	MATCHING (STATE)	0	0	0	0	0
32611	DL EQT GRANT	0	0	80,000	5,000	75,000
32612	ED COOP TECHNOLOGY CTR	0	18,092	74,254	57,916	16,338
32710	AR BETTER CHANCE(ABC)GRNT	3,207,600	3,286,048	3,402,000	2,692,446	709,554
32727	HIPPY-ABC	222,950	207,200	236,250	531,361	(295,111)
32755	SMART START LITERACY	7,490	0	0	0	0
32811	PULASKI CO MAGNET REVIEW	123,333	154,167	154,167	154,167	0
32812	M TO M REVENUE	11,638,588	11,006,954	10,606,954	8,942,190	1,664,764
32813	MAGNET & M TO M TRANSPORT	2,288,032	3,403,958	3,403,958	1,833,811	1,570,147
32814	TEACHER RET/INS	7,580,124	6,793,588	6,793,587	4,977,533	1,816,054
32901	TOBACCO EXCISE TAX GRANT	0	0	0	0	0
32910	WORKER'S COMP INSURANCE	0	0	0	0	0
32912	GEN FACILITIES FUNDING	92,013	69,010	46,007	46,007	0
32915	DEBT SERVICE FUNDING SUPP	0	0	0	0	0
32917	DEPARTMENT OF HEALTH	0	0	0	0	0
32920	AR GAME & FISH GRANT	6,175	3,036	0	0	0
32924	FACILITIES PARTNERSHIP	0	0	0	0	0
32990	AFRICAN AMERICAN GRANT	0	0	0	0	0
41100	SCH AID-FED AFF AREA M/O	0	0	0	0	0
41200	WILDLIFE REFUGE	0	0	0	0	0
42100	FOREST RESERVE	160	0	0	0	0
42500	IMPACT AID	255,749	296,719	255,000	208,932	46,068
42900	OTHER UN/I FEDERAL-STATE	0	0	0	0	0
43118	DODEA GRANT	0	0	0	0	0
43160	ROTC	0	0	0	0	0
43181	21ST CENTURY GRANT	0	0	0	0	0
45110	ESEA CH1 COMP(R) 100-297	0	0	0	0	0
45113	ESEA CH1 STATE PGM IMPROV	0	0	0	0	0
45114	ESEA CH1 CPTL EXPENS-PRVT	0	0	0	0	0

Arkansas Department of Education
Pulaski County Special School District
Unrestricted Funds Revenue Report

Unrestricted Funds:
1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
45119	TITLE 1 ARRA CFDA #84.389	0	0	0	0	0
45121	TITLE 1 SUMMER CHALLENGE	0	0	0	0	0
45124	ESEA STAB-ARA CFDA #84.394	0	0	0	0	0
45129	EDUC JOBS FUND-ARRA	0	0	0	0	0
45140	SBMHAA HOMELESS ASSIS ACT	0	0	0	0	0
45173	DHS-CHLD CARE QUA APPRVD	0	0	0	0	0
45310	BASIC GRANT-FORMULA GRANT	0	0	0	0	0
45318	SUPP GRANTS IMP TITLE III	0	0	0	0	0
45410	DIRECT & EQUIT-SECT 322A	0	0	0	0	0
45510	FREE/REDUCED PRICE REIMB	0	0	0	0	0
45520	FREE/REDUCED BREAKFAST	0	0	0	0	0
45541	SNACK REIMBURSEMENT-DHS	0	0	0	0	0
45561	REGULAR COMMODITES DHS	0	0	0	0	0
45613	IDEA TITLE VIB PASS THRU	0	0	0	0	0
45621	IDEA ARRA CFDA#84.391	0	0	0	0	0
45630	IDEA EARLY CHILDHOOD 619	0	0	0	0	0
45679	ECH MEDICAID	0	0	0	0	0
45802	MODERNIZATION ARRA	0	0	0	0	0
45803	RENOVATION ARRA	0	0	0	0	0
45805	ED OF HOMELESS-ARRA	0	0	0	0	0
45810	SIG ARRA 1003G	0	0	0	0	0
45910	MEDICARE 6750 FY14 45650	0	0	0	0	0
45913	ARMAC-MED ADMIN CLAIMING	0	0	0	0	0
45917	MEDICAID-VISION/HEARING	0	0	0	0	0
45918	MEDICAID-AUDIOLOGY	0	0	0	0	0
45925	IMPROVING TEACHER QUALITY	0	0	0	0	0
45935	ENG LG ACQ TITLE III	0	0	0	0	0
45992	DEPT OF HERITAGE ARTS	0	0	0	0	0
51100	BONDED INDEBTEDNESS	0	0	0	0	0
51999	AUDIT ADJ PRIOR YR ERRORS	(1,138,577)	85,175	0	(406)	406
52201	TRANSFER FOR 2001	0	0	0	30,538	(30,538)
52300	TRANSFER-BUILDING FUND	9,856,316	0	0	0	0
52600	TRANSFER-FEDERAL GRANTS	0	0	0	0	0
52900	INDIRECT EXPENSE REIMBURS	377,660	253,408	385,000	0	385,000
53100	SALE OF EQUIPMENT	57,100	44,060	0	65,744	(65,744)
53200	SALE OF BLD/TRADE HOUSE	0	0	98,148	98,148	1
53400	COMPEN-LOSS FIXED ASSETS	47,252	312,079	1,000	40,093	(39,093)
56400	EXTRAORDINARY ITEMS	2,351,537	13,795	0	0	0
Total Revenue		**194,039,627**	**170,221,316**	**172,973,198**	**110,923,335**	**62,049,862**

Arkansas Department of Education
Pulaski County Special School District
Unrestricted Funds Expenditure Report

Unrestricted Funds:
1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
61110	REG EMPLOYEES-CERTIFIED	63,288,953	58,142,751	58,036,561	36,880,945	21,155,615
61111	BUS DUTY MONITORS	347,680	9,158	12,175	3,687	8,488
61115	CERTIFIED ADMINISTRATORS	9,180,791	8,979,976	9,496,087	6,060,841	3,435,246
61117	STAFF DEV-CERT TEACHERS	961,907	497,075	260,990	91,702	169,288
61118	STAFF DEV-CERT ADMINIST	5,269	9,879	14,434	2,887	11,547
61119	DEPARTMENTAL CHAIRPERSON	55,218	50,332	50,357	26,265	24,092
61120	REG EMPLOYEES-CLASSIFIED	16,108,664	14,423,733	13,079,726	9,492,600	3,587,126
61121	STAFF DEV-CLASSIFIED	280,275	167,896	94,951	38,935	56,016
61122	CLASSIFIED CUSTODIANS	1,826,136	1,859,060	1,780,026	1,419,794	360,232
61123	CLASSF CAFETERIA MONITORS	500,169	265,572	276,009	223,856	52,153
61124	BUS MONITORS CLASSIFIED	50,006	38,514	37,928	20,508	17,421
61125	CLASSIFIED ADMINISTRATIVE	956,899	1,031,105	1,084,098	867,369	216,729
61126	CLASSIFIED PROFESSIONAL	5,423,762	7,035,223	9,378,407	6,146,112	3,232,294
61160	NON-CERT CAFE MANAGERS	0	0	0	0	0
61210	TEMP-CERTIFIED	140	44,516	113,557	7,193	106,364
61211	PART-TIME CERTIFIED	63,798	13,018	5,459	15,291	(9,831)
61220	TEMP-CLASSIFIED	1,386,744	762,346	1,277,552	549,621	727,931
61320	OVERTIME-CLASSIFIED	61,648	50,309	96,160	115,637	(19,477)
61321	OVERTIME-MAINTENANCE	12,668	19,567	0	1,415	(1,415)
61322	OVERTIME-CUSTODIANS	435	749	3,000	1,216	1,784
61340	DO NOT USE	0	0	0	0	0
61510	STIPEND-CERTIFIED	333,696	264,461	362,749	1,885,621	(1,522,872)
61511	ATTENDANCE INCENTIVE-CERT	44,203	0	0	0	0
61512	ATTEND INC-CERT ADMINIST	8,900	0	0	0	0
61520	STIPEND-CLASSIFIED	20,760	15,933	60,625	1,277,513	(1,216,888)
61521	ATTENDENCE INCENTIVE CLAS	51,520	400	0	0	0
61522	BUS DRIVER EXTRA DUTY PAY	963,862	1,021,833	1,059,002	483,735	575,267
61610	WORKSHOPS CERTIFIED	0	10,546	0	0	0
61620	WORKSHOPS CLASSIFIED	0	0	0	0	0
61710	SUBSTITUTES-CERTIFIED	1,730,898	1,622,441	0	197,555	(197,555)
61720	SUBSTITUTES-CLASSIFIED	506,387	462,582	80,639	161,413	(80,775)
61810	UNUSED SICK-CERT TEACHERS	456,431	86,124	0	638	(638)
61811	UNUSED SICK-CERT ADMIN	33,450	18,713	0	0	0
61820	UNUSED SICK-CLASS REGULAR	33,431	171,335	41,450	25,875	15,575
61830	CERT UNUSED VAC LEAVE	0	0	19,678	19,678	0
61840	CLASS-UNUSED VACLEAVE	0	0	0	866	(866)
61910	SEVERANCE-CERT TEACHERS	989,942	30,583	0	0	0
61911	SEVERANCE-CERT ADMINIST	0	0	0	0	0
61920	SEVERANCE-CLASSIFIED	140,869	0	0	0	0
61942	VACATION PAY-CLASSIFIED	0	0	0	0	0
61960	UNUSED VACATION CRT	10,839	9,999	43,567	0	43,567
61961	UNUSED VACATION CLASSIFD	99,868	50,851	10,963	3,288	7,676
62110	GROUP INSUR-CERTIFIED	1,325,406	0	0	0	0
62120	GROUP INSUR-CLASSIFIED	850,164	9,103	0	0	0
62210	SOCIAL SECURITY-CERTIFIED	4,548,031	4,056,354	4,336,464	2,650,595	1,685,870
62220	SOCIAL SECURITY-CLASS	1,819,041	1,740,628	1,742,721	1,245,177	497,544

Arkansas Department of Education
Pulaski County Special School District
Unrestricted Funds Expenditure Report

Unrestricted Funds:
1000|1001|1018|1034|1035|1068|1082|1084|1150|1218|1227|1240|1244|1246|1265|1290|1365|1373|1383|1387|1900|1903|2000|2001|2002|2003|2004|2005|2006|2007|2008|2009|2010|2011|2012|2013|2014|2015|2016|2017|2018|2019|2020|2021|2022|2023|2024|2025|2026|2027|2028|2029|2030|2031|2032|2033|2034|2035|2036|2037|2038|2039|2040|2041|2042|2043|2044|2045|2046|2047|2048|2049|2050|2051|2052|2053|2054|2055|2056|2057|2058|2059|2060|2061|2062|2063|2064|2065|2066|2067|2068|2069|2070|2071|2072|2073|2082|2084|2150|2204|2213|2218|2219|2225|2227|2229|2232|2234|2240|2244|2246|2250|2255|2260|2265|2271|2290|2300|2330|2331|2340|2361|2362|2365|2373|2376|2383|2386|2387|2388|2392|2394|2396|2398|2399|2900|2901|2903|2995|4000

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
62260	MEDICARE-CERTIFIED	1,064,490	950,555	1,014,723	621,653	393,070
62270	MEDICARE-CLASSIFIED	425,974	407,707	405,495	291,824	113,670
62310	TEACH RET CONT-CERTIFIED	10,589,609	9,486,246	9,767,207	6,281,717	3,485,491
62320	TEACH RET CONT-CLASSIFIED	4,124,159	4,045,818	3,880,389	2,898,292	982,097
62410	TUITION REIMBURSE-CERT	326	0	0	0	0
62510	UNEMPLOYMENT COMP-CERT	268,205	226,566	200,000	62,794	137,207
62520	UNEMPLOYMENT COMP-CLASS	35,464	226,566	200,000	62,794	137,207
62610	WORKER'S COMP-CERTIFIED	432,128	133,148	174,200	100,406	73,794
62620	WORKER'S COMP-CLASSIFIED	57,258	254,791	313,090	212,530	100,560
62710	CERTIFIED B C B S	2,420,126	3,129,190	3,106,178	2,081,354	1,024,824
62711	CERTIFIED-DELTA DENTAL	58,381	0	0	0	0
62712	DELTA DENTAL-24 CERT	144,802	333,035	342,618	228,136	114,482
62713	DELTA VISION-24,CERT	19,391	44,131	44,684	29,819	14,865
62714	LINCOLN LTD-24, CERT	49,668	110,831	111,212	97,255	13,957
62715	LINCOLN STD-24, CERT	49,255	111,418	113,208	72,633	40,575
62716	LINCOLN BASIC LADD-24 CER	9,533	21,747	22,139	14,747	7,393
62717	HOSPITAL INDEMNITY	0	0	209	5,505	(5,296)
62720	CLASSIFIED-B C B S	1,463,499	1,954,987	1,980,513	1,812,639	167,874
62721	CLASSIFIED-DELTA DENTAL	59,305	7,618	0	3,550	(3,550)
62722	DELTA DENTAL-24 CLASS	94,669	241,293	256,041	179,974	76,067
62723	DELTA VISION-24 CLASS	12,644	31,845	33,301	23,327	9,973
62724	LINCOLN LTD-24, CLASS	15,824	39,645	41,764	38,192	3,573
62725	LINCOLN STD-24, CLASS	15,675	39,615	42,347	28,823	13,525
62726	LINCOLN BASIC LADD 24 CLA	6,100	15,397	16,106	11,224	4,882
62727	HOSPITAL INDEMNITY	0	0	316	4,573	(4,257)
62820	PUBLIC RETIRE CONTR-CLASS	28,217	18,707	17,742	11,997	5,745
62910	CLASSIFIED-DIST CONTRIB	0	0	0	0	0
62911	CERTIFIED-LIFE INSURANCE	16,095	0	0	0	0
62912	CLASSIFIED-LIFE INSURANCE	0	0	0	0	0
62920	CLASSIFIED-DIST CONTRIB	0	0	0	0	0
62921	CLASSIFIED-LIFE INSURANCE	11,426	76	0	0	0
Salaries & Benefits Totals		**135,951,082**	**124,803,595**	**124,938,819**	**85,093,586**	**39,845,233**
63110	STAFF SERVICE	16,470	16,470	20,500	0	20,500
63111	SUBSTITUTE STAFF SERVICE	16,868	16,419	10,000	0	10,000
63120	MANAGEMENT SERVICE CONSUL	2,000	0	0	0	0
63210	PROF ED-INSTRUCT SER	157,256	80,236	272,208	39,198	233,010
63220	PUR SERV-CERT SUB	0	0	1,722,429	1,437,672	284,757
63230	CONSULTING-EDUCATIONAL	2,400	7,700	6,600	4,500	2,100
63310	PROF EMP TR&DEV - CERT	27,037	34,458	51,696	21,288	30,408
63320	PROF EMP TR&DEV - CLASS	39,502	24,548	42,473	10,573	31,900
63410	PUPIL SERVICES	0	24,500	104,000	57,929	46,072
63420	ENGINEERING	450	0	403	0	403
63430	ACCOUNTING	15,566	15,500	100,000	7,500	92,500
63431	AUDIT SERVICES	2,500	0	5,000	0	5,000
63441	LEGAL-LITIGATION:DEFENSE	39,787	55,849	409,383	355,755	53,628

Arkansas Department of Education
Pulaski County Special School District
Unrestricted Funds Expenditure Report

Unrestricted Funds:
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Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
63445	LEGAL-RESEARCH & OPINIONS	602,295	332,472	114,617	17,717	96,901
63450	MEDICAL	0	0	1,995	1,080	915
63460	INFORMATION TECHNOLOGY	88,640	58,412	0	0	0
63470	ARCHITECTURAL	0	0	2,068	225	1,843
63490	OTHER PROFESSIONAL SERVIC	121,267	92,115	109,004	67,601	41,403
63530	SFTWR SUPP	23,722	2,170	108,414	99,461	8,953
63590	OTHER TECHNICAL SERVICES	104,727	60,715	171,066	152,391	18,675
63900	OTHER PURC PROF/TECH SVS	579,637	570,110	885,346	484,177	401,169
64110	WATER/SEWER	360,869	432,453	499,694	372,281	127,413
64210	DISPOSAL/SANATATION	300,015	297,329	308,400	193,993	114,407
64230	CUSTODIAL	0	5,144	155,576	114,985	40,591
64240	LAWN CARE	386,701	333,470	535,685	415,463	120,222
64310	NON-TECH REPAIRS & MAINT	3,116,360	1,865,948	1,328,781	878,683	450,097
64312	HELMET REPAIR	0	6,092	22,060	33,723	(11,663)
64320	TECH REPAIRS & MAINT.	130,885	85,797	102,122	48,657	53,465
64410	RENT OF LAND/BUILDINGS	159,730	127,500	68,718	44,620	24,098
64420	RENTAL OF EQUIPMENT	570,941	699,750	754,379	621,859	132,520
64430	RENTAL/LEASE OF COMPUTERS	0	0	0	0	0
64500	CONSTRUCTION SERVICES	39,363	117,807	679,341	245,969	433,372
64900	OTHER PURC PROPERTY SVS	75,989	58,898	92,776	21,734	71,042
65000	OTHER PURCHASED SERVICES	0	0	1,750	0	1,750
65190	FROM OTHER SOURCES	2,000	1,500	5,600	3,028	2,572
65210	PROPERTY INSURANCE	1,321,265	1,328,939	1,480,719	1,738,492	(257,773)
65240	FLEET INSURANCE	234,942	234,946	247,659	265,116	(17,457)
65250	ATHLETIC INSURANCE	87,024	79,427	78,927	86,556	(7,629)
65290	OTHER INSURANCE	33,434	105,208	104,682	48,619	56,063
65300	COMMUNICATIONS	0	0	1,188	1,188	0
65310	TELEPHONE EXPENSE	391,636	334,267	385,539	159,171	226,369
65320	POSTAGE EXPENSE	66,381	49,148	47,656	35,276	12,380
65330	NETWORKING/INTERNET SERV	4,212	203,995	71,138	17,073	54,064
65331	DIS ITECHNOLOGY	0	120,889	250,000	172,350	77,650
65400	ADVERTISING	89,117	95,905	132,086	80,161	51,925
65500	PRINTING & BINDING	47,627	44,533	70,114	30,109	40,004
65610	TUITION	4,011,230	3,032,007	3,000,000	966,689	2,033,311
65640	INTERM AGNCY-IN STATE	2,434,959	2,293,387	2,308,985	1,054,355	1,254,630
65650	INTERM AGNCY-OUT OF STATE	9,480	0	67,430	4,260	63,170
65690	OTHER TUITION	0	0	0	0	0
65810	CERT-IN DISTRICT	45,456	34,658	63,748	31,775	31,974
65820	CLASS-IN DISTRICT	12,072	15,001	41,385	17,539	23,847
65830	CERT-OUT OF DISTRICT	20,213	18,105	38,244	8,339	29,905
65840	CLASS-OUT OF DISTRICT	6,495	7,721	10,843	2,089	8,754
65850	CERT-OUT OF STATE	14,435	14,703	10,273	2,981	7,292
65860	CLASS-OUT OF STATE	1,424	4,497	6,280	5,865	415
65870	TRAVEL-NON EMPLOYEE LOCAL	5,208	24,823	40,389	545	39,844
65871	FIELD TRIPS	11,716	1,845	20,081	1,795	18,286
65872	ATHLETIC TRAVEL	0	0	0	0	0

Arkansas Department of Education
Pulaski County Special School District
Unrestricted Funds Expenditure Report

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Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
65880	MEALS	0	310	200	31	169
65890	LODGING	0	2,051	700	244	456
65900	MISC PURC SVS	13,988	152,037	14,185	6,186	7,999
65910	SVS PURCHASED LOCALLY	129,900	62,450	93,675	62,450	31,225
66100	GENERAL SUPPLIES	1,899,998	2,459,103	3,474,514	1,639,002	1,835,512
66101	CUSTODIAL SUPPLIES	240,696	281,214	281,038	234,396	46,642
66105	NORM REFERENCED TESTING	1,994	3,090	3,370	1,623	1,747
66107	LOW VALUE EQUIP SUPPLIES	1,415	78,909	78,835	80,946	(2,110)
66108	FURNITURE	0	0	142,344	88,993	53,351
66110	MANDATED CLASSROOM SUPPLY	308,811	300,623	377,924	229,318	148,606
66111	MEDIA SUPPLIES	1,036	941	3,876	169	3,708
66112	MINI GRANT	5,563	182	0	0	0
66115	COPY PAPER	0	0	0	0	0
66210	NATURAL GAS	410,865	400,068	435,408	354,496	80,912
66220	ELECTRICITY	1,913,562	1,926,369	1,961,733	1,531,933	429,800
66240	OIL	27,285	28,114	27,500	15,433	12,067
66260	GASOLINE/DIESEL	2,026,531	2,108,800	2,200,443	1,445,444	754,999
66300	FOOD	0	18,154	12,000	12,864	(864)
66410	TEXTBOOKS	1,052,924	1,005,339	1,160,469	712,848	447,621
66411	ETESTBOOKS	0	0	1,305	1,215	90
66420	LIBRARY BOOKS	125,236	116,735	133,556	75,863	57,693
66430	PERIODICALS	8,564	6,438	13,155	6,936	6,220
66440	AUDIOVISUAL MATERIALS	24,404	23,501	26,687	11,264	15,423
66500	TECHNOLOGY SUPPLIES	0	0	17,909	4,970	12,939
66510	SOFTWARE	37,461	13,221	33,378	17,706	15,672
66512	TABLET COMPUTERS	0	0	5,791	2,172	3,620
66520	OTHER	0	6,757	5,386	0	5,386
66527	LOW VALUE EQUIP TEC SUPPL	254,105	334,818	708,184	405,433	302,751
66600	BUILDING MATERIALS	0	143	5,500	0	5,500
66700	WAREHOUSE INVENT ADJUST	0	184,485	0	(15,605)	15,605
66900	OTHER SUPPLIES & MATERIAL	0	250	1,254	296	958
66910	TIRES AND TUBES	122,721	154,641	125,144	56,978	68,167
67100	LAND & IMPROVEMENTS	0	0	0	0	0
67200	BUILDINGS	0	0	0	64,342	(64,342)
67300	EQUIPMENT	0	0	0	0	0
67310	GENERAL EQUIPMENT\MACH	4,872	7,518	14,172	13,175	997
67320	VEHICLES	173,695	2,083,060	2,170,673	1,977,698	192,975
67330	FURNITURE & FIXTURES	18,339	3,631	74,070	36,724	37,346
67340	TECH RELATED HARDWARE	129,004	1,025,963	703,062	432,688	270,374
67350	TECHNOLOGY SOFTWARE	15,054	14,155	44,660	14,631	30,029
67390	OTHER EQUIPMENT	208,014	577,444	647,926	503,201	144,726
68100	DUES AND FEES	112,611	80,771	109,862	74,085	35,776
68200	JUDGMENTS AGAINST LEA	149,418	875,000	0	0	0
68300	INTEREST-REGULAR ACTIVITY	6,230,034	5,718,410	5,797,634	5,798,026	(391)
68400	INDIRECT COST	0	0	0	0	0
68600	PENALTY AND INTEREST	20,552	13,665	0	(13,665)	13,665

Arkansas Department of Education
Pulaski County Special School District
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Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
68700	OUT OF COURT SETTLEMENTS	250	0	0	0	0
68800	TAXES	0	0	0	0	0
68820	IMPROVEMENT TAX	0	0	20,512	1,359	19,153
68830	PROPERTY TAX	0	41,064	0	19,599	(19,599)
68900	MISCELLANEOUS EXPENDITURE	806	12,170	32,311	7,772	24,539
68910	STUDENT INCENTIVES	0	0	3,500	3,350	150
68999	ALLOCATED CHARGES	(42,985)	(1,433)	7,394	(7,368)	14,762
69100	REDEMPTION OF PRINCIPAL	3,369,034	3,639,204	4,058,909	4,031,434	27,475
69330	TRANSFER TO BUILDING FUND	11,584,222	4,306,174	4,904,013	0	4,904,013
69360	TO FEDERAL GRANTS FUND	0	0	0	0	0
69370	TRANSFER TO STUDENT ACT	0	0	0	0	0
69380	TRANSFER TO FOOD SERVICE	603,448	360,602	294,313	0	294,313
69400	PROG RETURN-PRIOR YEAR	0	0	168,833	97,063	71,770
69401	FUNDING RETURN	0	0	0	0	0
Other Expenditure Totals		**47,014,728**	**41,893,508**	**47,566,759**	**30,520,119**	**17,046,640**
Overall Expenditure Totals		**182,965,810**	**166,697,103**	**172,505,577**	**115,613,704**	**56,891,873**

Mineral Springs School District
LEA # 3104
Howard County

Classified in Fiscal Distress: December 10, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2009-10	2010-11	2011-12	2012-13
Superintendent	**Max Adcock**	**Max Adcock**	**Max Adcock**	**Bill Blackwood**
4 QTR ADM	498	479	489	442
Assessment	47,820,121	57,839,673	72,455,784	163,618,794
Total Mills	34.00	34.00	34.00	34.00
Total Debt Bond/Non Bond	2,543,686	3,489,443	3,412,481	3,456,795
Per Pupil Expenditures	10,685	11,097	11,303	12,274
Personnel-Non-Fed Licensed FTE	51.72	49.91	59.02	55.17
Personnel-Non-Fed Licensed Clsrm FTE	46.72	42.33	51.62	49.66
Avg Salary-Non-Fed Licensed FTE	44,809	48,703	43,692	44,884
Avg Salary-Non-Fed Licensed Clsrm FTE	40,769	45,202	41,026	41,321
Net Legal Balance (Excl Cat & QZAB)	904,955	948,953	620,398	575,533

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

Mr. Curtis Turner was appointed Superintendent for the 2013-14 School Year.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2013-14

- Reduced cost by the closing of the Saratoga campus
- Reduced employees through attrition
- Reduced extended day contracts
- Revise the salary schedule
- Reduce costs by tracking utility and copier costs
- Reduce costs by limiting field trips and athletic travel
- Reduced salary expense from contract payout of former superintendent

ARKANSAS STATE BOARD OF EDUCATION
Executive Summary

Agenda Item Number:	Action Agenda-
Agenda Item:	Consider Removal of Mineral Springs School District from Fiscal Distress Classification and State Control (reconstitution) effective October 1, 2014
Attachments:	Profile Plan Completion Letter Petition Letter Financial Data
Presenter:	Mike Hernandez and Hazel Burnett

Background Information:

The Mineral Springs School District was classified in Fiscal Distress for the 2013-14 school year.

The Department has conducted on-site technical evaluations and assistance, off-site assistance, and analysis of the financial status of the Mineral Springs School District.

The Department is reporting that the Mineral Springs School District has currently corrected all criteria for being removed from Fiscal Distress. Attached is a letter from the Mineral Springs School District petitioning the State Board for removal of Fiscal Distress status. The Department recommends that the Mineral Springs School District be removed from Fiscal Distress and state control (reconstitution) effective October 1, 2014. Prior to October 1, 2014, a school board will be elected and will receive the required training.

The Board is requested to accept and approve this petition in compliance with A.C.A. §6-20-1908(c), which requires a District in Fiscal Distress to petition the State Board of Education for removal from Fiscal Distress status after the Department has certified in writing that the school district has corrected all criteria for being classified in Fiscal Distress and has complied with all Department recommendations and requirements for removal from Fiscal Distress.

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

April 21, 2014

State Board of Education

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Diane Zook
Melbourne

Mr. Curtis Turner, Superintendent
Mineral Springs School District
P.O. Box 189
Mineral Springs, Arkansas 71851

Dear Mr. Turner:

This letter is to certify that the Mineral Springs School District has completed all activities and strategies as outlined in the District's Fiscal Distress Improvement Plan. The District has also complied with all department recommendations and requirements for removal from Fiscal Distress and state control (reconstitution). The District may now petition the State Board for removal from Fiscal Distress status and state control (reconstitution). The petition should be sent to Ms. Hazel Burnett at the address provided below. The petition will be presented to the State Board at the May 8, 2014 meeting. The Arkansas Department of Education will recommend the Mineral Springs School District be removed from Fiscal Distress and state control (reconstitution) effective October 1, 2014, (after a school board is elected and receives training). Please plan to attend this meeting and be prepared to answer any questions the State Board may have concerning your District and its programs.

We congratulate the Mineral Springs School District and encourage continued diligence to sustain this improvement.

Sincerely,

Hazel Burnett

Hazel Burnett,
ADE Coordinator
Fiscal Distress Accountability and Reporting
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

HB:ddm

cc: Dr. Tom Kimbrell, Commissioner
Mr. Tony Wood, Deputy Commissioner
Mr. Mike Hernandez, Assistant Commissioner
Mr. Jeremy Lasiter, General Counsel

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

An Equal Opportunity Employer

Mineral Springs Public Schools

Website: http://mssd2.k12.ar.us

Mineral Springs Schools
130 W. Browning St.-P.O. Box 189
Mineral Springs, AR 71851
Phone: 870-287-4748
Fax: 870-287-5301

Curtis Turner Jr.- Superintendent
Frankie Darr, Treasurer
Charles Hanson, K-12 Principal
Marla Williams, Bookkeeper

April 22, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

Dear Dr. Kimbrell and The Arkansas State Board of Education

The Mineral Springs School District respectively requests that the school be removed from financial fiscal distress. The district has made significant gains in its' fund balances since the state takeover in May of 2013.

The district has worked extremely hard to fulfill its improvement plan in order to improve fund balances. The following are a few things the district has completed.

1) Re-allocation of local tax proceeds
2) Reduce Staff- Certified/Classified
3) Restructured Bonds
4) Increased ending legal balances from $738,000 to a projected legal balance of $3,721,584.
5) Implemented Purchase Order System and more controlled management practices.

If you grant my request to remove the district from the fiscal distress list, I am asking that the state maintain control of the district until Oct. 1, 2014, at which time local control will be restored. This will allow time for the district to hold an election in September, where a new board can be seated.

MISSION STATEMENT

The Staff of Mineral Springs High School, working with parents and community members, will provide an environment conductive to learning where honesty, integrity, and achievement are sources of pride for all students.

Mineral Springs Public Schools

Website: http://mssd2.k12.ar.us

Mineral Springs Schools
130 W. Browning St.-P.O. Box 189
Mineral Springs, AR 71851
Phone: 870-287-4748
Fax: 870-287-5301

Curtis Turner Jr.- Superintendent
Frankie Darr, Treasurer
Charles Hanson, K-12 Principal
Marla Williams, Bookkeeper

I want to thank Hazel Burnett and her staff, and all ADE personnel who have assisted the district in its' recovery process. There is no doubt the district will continue to progress with proper manangment.

Sincerely

Supt of Schools

MISSION STATEMENT

The Staff of Mineral Springs High School, working with parents and community members, will provide an environment conductive to learning where honesty, integrity, and achievement are sources of pride for all students.

Arkansas Department of Education
Mineral Springs School District
Unrestricted Funds Report

FY14 as of March 31, 2014			
Beginning Balance 7/1/2013	Revenue	Expenditures	Ending Balance 3/31/2014
486,929	4,722,407	2,408,680	2,800,657
FY14 Budget			
Beginning Balance 7/1/2013	Revenue	Expenditures	Projected Balance 6/30/2014
486,929	5,594,654	3,382,705	2,698,878
FY13			
Beginning Balance 7/1/2012	Revenue	Expenditures	Ending Balance 6/30/2013
422,465	4,653,230	4,588,766	486,929
FY12			
Beginning Balance 7/1/2011	Revenue	Expenditures	Ending Balance 6/30/2012
758,720	4,214,613	4,550,868	422,465

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Arkansas Department of Education
Mineral Springs School District
Unrestricted Funds Revenue Report

Unrestricted Funds:
1000|1001|1218|1246|1365|2000|2001|2015|2027|2090|2091|2127|2217|2218|2219|2225|2227|2232|2240|2244|2246|2265|2271|2290|2340|2365|2369|2392|2393|2394|2398|2920|2998|2999|4000

Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
11110	PROPERTY TAXES/JULY-DEC	1,048,544	1,620,511	4,259,887	4,073,341	186,546
11115	PROP TAX RELIEF/JULY-DEC	79,707	122,145	120,000	102,250	17,750
11120	PROPERTY TAX/ JAN-JUNE	389,238	695,190	600,000	3,274	596,726
11125	PROP TAX RELIEF/ JAN-JUNE	129,190	65,764	130,000	59,234	70,766
11130	PROPERTY TX-40% 7/1-12/31	0	0	0	0	0
11140	PROPERTY TAX-DELINQUENT	57,119	55,077	60,000	171,997	(111,997)
11150	EXCESS COMMISSION	45,165	60,017	65,000	146,921	(81,921)
11160	LAND REDEMP-INCL ST LD RE	73,504	43,733	48,050	15,195	32,855
11200	SALES AND USE TAX	0	0	0	0	0
11400	PENALTIES/INTEREST ON TAX	7	4	150	84	66
11500	INT ON UNAPPOR PROP TAXES	0	0	0	0	0
12800	REVENUE IN LIEU OF TAXES	127,183	140,227	137,182	137,182	0
13120	SUMMER SCHOOL	0	0	0	0	0
13320	SUMMER SCHOOL	0	0	0	0	0
14900	TRANS FEES-OTHER SOURCES	0	0	0	0	0
15100	INTEREST ON INVESTMENTS	5,695	3,172	4,800	3,150	1,650
19130	LEA BUILDGS & FACILITIES	330	270	300	60	240
19140	EQUIPMENT & VEHICLES	9,206	15,753	0	0	0
19200	PRIVATE CONTRIBUTIONS	345	0	0	0	0
19300	SALES OF SUPPLIES & MATER	203	39	0	0	0
19510	OTHER LEA WITHIN STATE	0	0	0	0	0
19600	SVS-OTHER GOVNMT UNITS	10,372	0	0	0	0
19800	REFUNDS OF PRIOR YR EXPEN	458	19,183	14,795	14,904	(109)
19900	MISC REV FR LOCAL SOURCES	100	1,184	0	0	0
21100	CNTY GENERAL APPORTIONMNT	0	0	0	0	0
21200	SEVERANCE TAX	0	0	0	0	0
28000	REVENUE IN LIEU OF TAXES	0	0	0	0	0
31101	STATE FOUNDATION	1,520,270	1,246,472	0	0	0
31102	ENHNCD EDUC FNDG	0	0	0	0	0
31103	98% TAX COLL RATE GUAR	50,096	47,997	0	0	0
31450	STUDENT GROWTH FUNDING	51,732	0	0	0	0
31460	DEC ENRL FNDG	0	0	135,020	0	135,020
31620	SUPPL MILLAGE INCENTIVE	21,500	16,125	10,750	10,750	0
31900	OTHER	0	0	0	0	0
32210	HOFNOD	0	0	0	177	(177)
32219	EISENHOWER MATH/SCIENCE	0	0	0	0	0
32225	EAST TECH GR	0	0	0	0	0
32226	HIGH PRTY DIST GR	145,795	116,595	0	0	0
32227	COLLEGE PREP ENRICH PGM	0	0	0	0	0
32232	AR SCH RECOG PROG	0	0	0	0	0
32249	ISOL SP ND FNDG SM SC (F)	147,674	152,642	0	0	0
32250	PATHWISE MENTORING	7,200	7,200	4,000	4,000	0
32251	CH WLNS INTV PROG	0	0	0	0	0

Arkansas Department of Education
Mineral Springs School District
Unrestricted Funds Revenue Report

Unrestricted Funds:
1000|1001|1218|1246|1365|2000|2001|2015|2027|2090|2091|2127|2217|2218|2219|2225|2227|2232|2240|2244|2246|2265|2271|2290|2340|2365|2369|2392|2393|2394|2398|2920|2998|2999|4000

Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
32260	AR GAME FISH COMM ACCT799	0	650	650	0	650
32310	HAND CHILD-SUPV/EXTEND YR	2,027	1,820	0	0	0
32314	SPED EXT SCH YR	3,256	4,662	1,036	1,036	0
32355	EARLY CHILD PILOT PARENT	0	0	0	0	0
32361	G/T EQUIP/MATLS	50	0	0	992	(992)
32381	NSLA FUNDING	0	0	0	0	0
32480	VOC NEW PGM START-UP	0	0	0	0	0
32710	ABC - CENTER BASED	200,022	194,400	0	0	0
32715	POVERTY INDEX FUNDING	0	0	0	0	0
32912	GENERAL FACILITIES	5,967	4,475	2,983	2,983	0
32913	GROWTH FACILITY FUNDING	0	0	0	0	0
32915	DEBT SER FNDG SUPPLEMENT	1,319	0	0	0	0
32920	AG&FC-PROJ WILD	2,919	0	0	0	0
41100	SCH AID-FED AFF AREA M/O	2,398	4,182	0	0	0
42500	IMPACT AID	2,189	11,524	0	0	0
48000	REVENUE IN LIEU OF TAXES	10,697	0	0	0	0
51200	REVOLVING LOANS	62,000	0	0	0	0
51300	POSTDATED WARRANT	0	0	0	(25,174)	25,174
51900	MISC NON-REVENUE SOURCES	1,136	683	0	0	0
51901	SARATOGA BAL FWD	0	0	0	0	0
52300	TRANS FROM BUILDING FUND	0	0	0	0	0
52600	TRANS FROM FEDERAL GRANTS	0	0	0	0	0
52900	INDIRECT COST	0	0	0	0	0
53100	SALE OF EQUIPMENT	0	0	0	0	0
53400	COMPEN-LOSS FIXED ASSETS	0	1,534	50	50	0
Total Revenue		**4,214,613**	**4,653,230**	**5,594,654**	**4,722,407**	**872,246**

Arkansas Department of Education
Mineral Springs School District
Unrestricted Funds Expenditure Report

Unrestricted Funds:
1000|1001|1218|1246|1365|2000|2001|2015|2027|2090|2091|2127|2217|2218|2219|2225|2227|2232|2240|2244|2246|2265|2271|2290|2340|2365|2369|2392|2393|2394|2398|2920|2998|2999|4000

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
61110	CERT SALARY	2,157,107	2,221,828	1,636,901	1,127,956	508,945
61120	CLS SALARY	391,601	583,496	376,103	305,362	70,741
61210	TEMP-CERTIFIED	0	0	0	0	0
61220	TEMP-CLASSIFIED	0	0	0	0	0
61500	WKSHOP/PHYS	0	0	0	0	0
61510	BONUS/CRT	194,162	116,595	24,500	24,000	500
61520	BONUS/CLS	69,585	2,231	15,000	18,100	(3,100)
61610	WORKSHOP/CRT	0	0	0	0	0
61620	WORKSHOP/CLS	300	450	0	0	0
61710	CERT SUBSTITUTES	35,536	70,468	60,000	33,755	26,245
61720	CLS SUBSTITUTES	26,253	26,392	5,000	6,273	(1,273)
61810	CRT UNUSED SICK LV	3,976	1,720	18,000	630	17,370
61820	CLS UNUSED SICKLV	0	0	0	0	0
62200	CLS SOC SEC	0	0	0	0	0
62210	CERT SOC SEC	140,751	153,219	113,763	73,406	40,357
62220	CLS SOC SEC	21,320	27,182	18,445	15,952	2,493
62260	CERT MEDICARE	33,017	35,722	24,419	17,168	7,252
62270	CLS MEDICARE	4,986	6,357	4,314	3,731	583
62310	CERT TCH RET-CONT	339,808	372,206	241,347	179,055	62,292
62320	CLS TCH RET - CONT	43,808	54,775	41,220	33,080	8,140
62410	CERT TUITION REIMB	0	0	0	0	0
62500	UNEMPLY-COMP	0	0	0	0	0
62510	CERT UNEMPLOY COMP	0	13,168	15,000	13,402	1,598
62520	CLS UNEMPLOY COMP	2,134	7,517	10,000	0	10,000
62610	CERT WKR'S COMP	0	0	4,141	5,465	(1,324)
62620	CLS WKR'S COMP	11,954	10,612	3,040	5,847	(2,807)
62710	CERT HEALTH BENEFITS	68,118	55,834	39,228	33,198	6,030
62720	CLS HEALTH BENEFITS	17,357	16,840	13,284	9,078	4,206
62820	CLS PUB RET CONT	0	0	0	0	0
62900	OTHER BENEFITS	0	0	0	0	0
62910	OTHER BENEFITS-CERTIFIED	0	0	0	0	0
Salaries & Benefits Totals		**3,561,776**	**3,776,613**	**2,663,705**	**1,905,457**	**758,248**
63110	STAFF SERVICES	7,723	0	0	0	0
63130	BOARD OF ED SERVICES	0	0	0	0	0
63210	INSTRUCTIONAL	0	0	0	0	0
63220	INST PGRM-IMPROVEMENT SVS	0	0	0	0	0
63230	CONSULTING-EDUC/TECH	5,000	18,634	2,000	3,000	(1,000)
63310	PRF TRNG/DEV-CERT	58	7,760	220	3,000	(2,780)
63320	PRF TRNG/DEV-CLS	0	0	0	0	0
63410	PUPIL SERV	3,286	5,863	20,060	2,163	17,897

Arkansas Department of Education
Mineral Springs School District
Unrestricted Funds Expenditure Report

Unrestricted Funds:
1000|1001|1218|1246|1365|2000|2001|2015|2027|2090|2091|2127|2217|2218|2219|2225|2227|2232|2240|2244|2246|2265|2271|2290|2340|2365|2369|2392|2393|2394|2398|2920|2998|2999|4000

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
63420	STATISTICAL SERVICES	0	0	3,000	0	3,000
63430	PROF SERV		425	0	0	0
63440	LEGAL	1,300	0	1,000	0	1,000
63450	HLT/DENT/DR.SVS	0	650	0	0	0
63470	ARCHITECT	0	0		0	0
63490	OTHER PROF. SVS	0	10,482	13,000	551	12,449
63900	OTHER PURC PROF/TECH SVS	3,081	2,725	3,000	659	2,341
63910	GAME OFFICIALS	3,635	0	0	0	0
63920	PR SRV/EQUIP	1,125	726	0	1,470	(1,470)
64110	WATER/SEWER	11,352	7,496	7,500	9,019	(1,519)
64210	DISPOSAL/SANATATION	0	0	0	0	0
64230	CUSTODIAL	0	0	0	0	0
64310	N-TECH REP/MANT	49,552	50,304	39,700	46,652	(6,952)
64320	TECH REP/MAINT	14,876	8,531	8,580	10,872	(2,292)
64420	RENTAL/EQUIP	943	821	400	405	(5)
64500	BLDG CONST	0	0	0	0	0
64510	BLDG CONST BAND/PE	0			0	0
64520	TRACK CONST	0	0	0	0	0
64900	OTHER PUR PROP SVS	0	0	0	0	0
65210	PROPERTY INSURANCE	27,917	0	32,000	0	32,000
65220	LIABILITY INSURANCE	0	0	16,000	0	16,000
65240	FLEET INSURANCE	9,390	0	10,000	8,988	1,012
65290	OTHER INSURANCE	15,056	15,641	11,690	15,641	(3,951)
65310	TELEPHONE	3,491	11,679	12,000	4,282	7,718
65320	POSTAGE	3,072	1,950	1,900	2,536	(636)
65400	ADVERTISING	3,171	3,923	3,500	2,958	542
65500	PRINTING & BINDING	0	0	0	0	0
65610	TO LEA'S WITHIN STATE	10,372	0	0	6,002	(6,002)
65630	TO PRIVATE SCHOOLS	0	0	0	0	0
65640	INTERM AGNCY-IN STATE	0	0	0	0	0
65810	TRVL-CERT-IN DISTRICT	2,775	1,879	10,700	137	10,563
65820	TRVL-CLS IN DISTRICT	2,196	173	900	0	900
65830	TRVL CERT-OUT DISTRICT	122	0	0	0	0
65840	TRVL CLS OUT DISTRICT	0	0	0	0	0
65870	TRAV-NON-EMPL	0	0	0	0	0
65880	TRAV-MEALS	1,375	1,503	1,500	0	1,500
65890	TRAV-LODGING	2,763	2,290	3,100	0	3,100
65900	MISC PURC SVS	0	0	0	0	0
66100	SUPPLIES	243,998	153,719	119,660	98,862	20,798
66107	GEN SUP/LO-VAL EQ	0	0	0	0	0
66110	SUPPLIES/GROUNDS	729	0	0	0	0

Arkansas Department of Education
Mineral Springs School District
Unrestricted Funds Expenditure Report

Unrestricted Funds:
1000|1001|1218|1246|1365|2000|2001|2015|2027|2090|2091|2127|2217|2218|2219|2225|2227|2232|2240|2244|2246|2265|2271|2290|2340|2365|2369|2392|2393|2394|2398|2920|2998|2999|4000

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
66120	SUPPLIES/BLDGS	42	0	0	0	0
66130	SUPPLIES/EQUIP	0	0	0	0	0
66210	NAT.GAS	3,874	15,502	15,000	19,779	(4,779)
66220	ELECTRICITY	110,708	77,036	90,000	78,548	11,452
66240	OIL	0	0	0	0	0
66260	GASOLINE/DIESEL	66,525	58,419	56,600	40,407	16,193
66300	FOOD	0	0	0	0	0
66310	BREAKFAST	0	0	0	0	0
66320	LUNCH	0	0	0	0	0
66330	SNACKS	0	0	0	0	0
66400	BOOKS & PERIODICALS	0	0	0	0	0
66410	TEXTBOOKS	6,041	8,097	20,000	50,194	(30,194)
66420	LIBRARY BOOKS	0	0	4,600	0	4,600
66430	PERIODICALS	418	449	200	0	200
66440	AV	0	0	0	0	0
66500	TECHN SUPPLIES	0	0	0	0	0
66510	SOFTWARE	1,633	0	0	0	0
66520	OTHER	0	0	0	0	0
66527	TEC SUPPL/LO-VAL EQUIP	0	0	0	0	0
66900	OTHER SUPPLIES & MATERIAL	0	0	0	0	0
66910	TIRES	0	0	0	0	0
66920	BUS PARTS	1,594	155	0	0	0
66930	GRANT MATERIALS	0	0	0	0	0
66999	LOW-VAL SUPL	0	0	0	0	0
67100	LAND & IMPROVEMENTS	0	0	0	0	0
67200	BUILDINGS	1,947	0	0	13,094	(13,094)
67310	MACHINERY	0	8,670	0	0	0
67320	VEHICLES	0	62,000	0	0	0
67330	FURNITURE & FIXTURES	1,669	0	0	0	0
67340	TECH REL HDWE	63,083	4,193	0	0	0
67350	TECH SW	0	0	5,500	5,021	479
67390	OTHER EQUIPMENT	4,621	0	0	0	0
67500	TECHN EQUIP	0	0	0	0	0
67510	TECHN EQUIP/ADM	0	0	0	0	0
67530	GRANT TECHN EQUIP	0	0	0	0	0
67999	DEPRE ACCOUNT	0	0	0	0	0
68100	DUES AND FEES	31,510	27,269	21,710	24,258	(2,548)
68101	TEA LIC RNWL	0	0	0	0	0
68102	BACKGROUND CHECKS	0	0	0	0	0
68300	INTEREST	122,560	105,634	92,650	34,697	57,953
68400	INDIRECT COST	0	0	0	0	0

Arkansas Department of Education
Mineral Springs School District
Unrestricted Funds Expenditure Report

Unrestricted Funds:
1000|1001|1218|1246|1365|2000|2001|2015|2027|2090|2091|2127|2217|2218|2219|2225|2227|2232|2240|2244|2246|2265|2271|2290|2340|2365|2369|2392|2393|2394|2398|2920|2998|2999|4000

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 3/31/14	Variance in FY14 Budget and FY14 YTD
68900	MISC EXPENDITURES	0	807	0	0	0
68999	ATHLETICS	0	0	0	0	0
69100	REDEMPTION OF PRINCIPAL	138,962	52,746	91,330	20,029	71,301
69330	TO BUILDING FUND	1,018	84,000	0	0	0
69370	TO STUDENT ACTIVITY FUND	0	0	0	0	0
69380	TO FOOD SERVICE FUND	1,617	0	0	0	0
69400	PROGRAM FUNDING RETURN	2,913	0	0	0	0
69900	SH TERM TRANSFER	0	0	0	0	0
Other Expenditure Totals		**989,093**	**812,153**	**719,000**	**503,223**	**215,777**
Overall Expenditure Totals		**4,550,868**	**4,588,766**	**3,382,705**	**2,408,680**	**974,025**

Hector School District
LEA #5803
Pope County

Fiscal Distress Indicators and Additional Concerns:

A declining balance determined to jeopardize the fiscal integrity of the school district.

District Profile:	2009-10	2010-11	2011-12	2012-13
Superintendent	**Karen Smith**	**Karen Smith**	**Walt Davis**	**Walt Davis**
4 QTR ADM	618	619	608	608
Assessment	30,698,579	32,440,435	33,086,195	32,925,167
Total Mills	44.50	44.50	44.50	44.50
Total Debt Bond/Non Bond	4,555,000	4,665,000	4,755,000	4,645,000
Per Pupil Expenditures	9,806	9,736	10,014	9,850
Personnel-Non-Fed Certified FTE	54.03	56.02	57.52	55.30
Personnel-Non-Fed Certified Clsrm FTE	49.13	51.00	52.49	50.30
Avg Salary-Non-Fed Cert Clsrm FTE	43,118	42,368	41,537	42,114
Avg Salary-Non-Fed Cert FTE	44,646	44,078	43,307	43,900
Net Legal Balance (Excl Cat & QZAB)	915,598	918,717	977,649	582,323

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

March 14, 2014

Mr. Walt Davis, Superintendent
Hector School District
11520 SR 27
Hector, AR 72843

Dear Mr. Davis:

Pursuant to Ark. Code Ann. § 6-20-1905, this letter is to provide notice that the Hector School District has been identified by the Arkansas Department of Education (Department) as a school district in Fiscal Distress. According to Ark. Code Ann. § 6-20-1904, Hector School District meets one (1) or more of the criteria necessary to be identified as a school district in Fiscal Distress, including:

- A declining balance determined to jeopardize the fiscal integrity of the school district.

The Department will request that the State Board of Education (SBE) classify the Hector School District as being in Fiscal Distress at its meeting on, May 8, 2014. The meeting will begin at 9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock, Arkansas.

Please find included in this mailing a copy of Arkansas Fiscal Assessment and Accountability Program. It provides the process by which a district may appeal the classification of Fiscal Distress to the SBE. An appeal would be heard at the same May 8, 2014, SBE Meeting. Additional information may be found in Arkansas Code Ann. § 6-20-1901 et seq.

Ark. Code Ann. §6-20-1907 states that no school district identified by the Department as being in Fiscal Distress may incur any debt without prior written approval from the Department. "Any debt" includes any employment contract, vendor contract, lease, loan, purchase, or any other obligation that will increase the district's financial obligations, accounts payable, or its liabilities. The district is required to obtain prior written approval from the Department, effective with its receipt of this letter. Please retain this notice in your District audit file.

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

An Equal Opportunity Employer

Should the district have questions or comments, please contact the Fiscal Distress Services, at (501) 682-5124.

Sincerely,

Hazel Burnett,
ADE Coordinator Fiscal Distress Accountability and Reportiing

HB:ddm

cc: Dr. Tom Kimbrell, Commissioner of Education
Mr. Tony Wood, Deputy Commissioner of Education
Jeremy Lasiter, General Counsel
Mr. Mike Hernandez, Assistant Commissioner
Senator Michael Lamoureux
Representative David Branscum
Mr. Gary McDonald, School Board President
Mr. Terry Epperson
Mr. Brad Graves
Mr. Tony Haley
Mr. Chas Riley.

	5803000
District LEA	HECTOR SCHOOL DISTRICT
District Description	
FY-11 Legal Balance	926,072.41
FY-11 Restricted SOF	7,355.30
FY-11 Deposits with Paying Agents	0.00
FY-11 Current Loans	0.00
FY-11 Unrestricted Legal Balance	918,717.11
FY-12 Legal Balance	1,004,239.67
FY-12 Restricted SOF	26,590.74
FY-12 Deposits with Paying Agents	0.00
FY-12 Current Loans	0.00
FY-12 Unrestricted Legal Balance	977,648.93
FY 11-FY 12 % Change	0.06
FY-13 Legal Balance	605,361.08
FY-13 Restricted SOF	41,455.14
FY-13 Deposits with Paying Agents	0.00
FY-13 Current Loans	0.00
FY-13 Unrestricted Legal Balance	563,905.94
FY 12-FY 13 % Change	(0.4232)
Two Year Change (from Fy11 to FY 13)	(354,811.17)
Two Year Projected Balance	209,094.77
BUDGET:	
FY-14 Legal Balance	312,350.58
FY-14 Restricted SOF	21,583.34
FY-14 Deposits with Paying Agents	0.00
FY-14 Current Loans	0.00
FY-14 Unrestricted Legal Balance	290,767.24

5803000	HECTOR SCHOOL DISTRICT	926,072.41	7,355.30	0.00	0.00	*******		########

26,590.74	0.00	0.00	#######	0.06		605,361.08	41,455.14	0.00

0.00	#######	(0.4232)	(354,811.17)	209,094.77	312,350.58	21,583.34	0.00	0.00

#######

Lee County School District
LEA # 3904
Lee County

Fiscal Distress Indicators and Additional Concerns:

A declining balance determined to jeopardize the fiscal integrity of the school district.

District Profile:	2009-10	2010-11	2011-12	2012-13
Superintendent	**Saul Lusk**	**Saul Lusk**	**Saul Lusk**	**Willie Mae Murdock**
4 QTR ADM	1,089	980	956	904
Assessment	90,873,289	95,361,565	110,986,175	116,790,227
Total Mills	26.30	26.30	26.30	26.30
Total Debt Bond/Non Bond	370,000	300,000	230,000	155,000
Per Pupil Expenditures	13,556	13,685	12,258	12,785
Personnel-Non-Fed Certified FTE	98.17	102.82	89.00	79.79
Personnel-Non-Fed Certified Clsrm FTE	88.02	93.59	78.47	69.85
Avg Salary-Non-Fed Cert Clsrm FTE	40,380	42,032	37,259	40,765
Avg Salary-Non-Fed Cert FTE	42,938	44,009	40,078	42,669
Net Legal Balance (Excl Cat & QZAB)	2,222,894	1,761,891	2,656,434*	239,693

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

*Includes journal entry errors totaling 1,853,453. The errors were corrected in 2012-13.

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

Dr. Tom W. Kimbrell
Commissioner

March 28, 2014

State Board of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Ms. Willie Mae Murdock, Superintendent
Lee County School District
188 West Chestnut Street
Marianna, AR 72360

Dear Ms. Murdock:

Pursuant to Ark. Code Ann. § 6-20-1905, this letter is to provide notice that the Lee County School District has been identified by the Arkansas Department of Education (Department) as a school district in Fiscal Distress. According to Ark. Code Ann. § 6-20-1904, Lee County School District meets one (1) or more of the criteria necessary to be identified as a school district in Fiscal Distress, including:

- A declining balance determined to jeopardize the fiscal integrity of the school district.

The Department will request that the State Board of Education (SBE) classify the Lee County School District as being in Fiscal Distress at its meeting on, May 8, 2014. The meeting will begin at 9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock, Arkansas.

Please find included in this mailing a copy of Arkansas Fiscal Assessment and Accountability Program. It provides the process by which a district may appeal the classification of Fiscal Distress to the SBE. An appeal would be heard at the same May 8, 2014, SBE Meeting. Additional information may be found in Arkansas Code Ann. § 6-20-1901 et seq.

Ark. Code Ann. §6-20-1907 states that no school district identified by the Department as being in Fiscal Distress may incur any debt without prior written approval from the Department. "Any debt" includes any employment contract, vendor contract, lease, loan, purchase, or any other obligation that will increase the district's financial obligations, accounts payable, or its liabilities. The district is required to obtain prior written approval from the Department, effective with its receipt of this letter. Please retain this notice in your District audit file.

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

An Equal Opportunity Employer

Should the district have questions or comments, please contact the Fiscal Distress Services, at (501) 682-5124.

Sincerely,

Hazel Burnett

Hazel Burnett,
ADE Coordinator Fiscal Distress Accountability and Reportiing

HB:ddm

cc: Dr. Tom Kimbrell, Commissioner of Education
Mr. Tony Wood, Deputy Commissioner of Education
Jeremy Lasiter, General Counsel
Mr. Mike Hernandez, Assistant Commissioner
Senator Keith Ingram
Representative Reginald Murdock
Mr. Kendon Gray, School Board President
Mr. David Waldrip
Mr. Wayne Williams
Ms. Tammekia Fraction
Ms. Toya Logan
Ms. Cheryl Massey
Ms. Pricilla Wade

District LEA	3904000
District Description	LEE COUNTY SCHOOL DISTRICT
FY-11 Legal Balance	1,777,249.35
FY-11 Restricted SOF	15,357.94
FY-11 Deposits with Paying Agents	0.00
FY-11 Current Loans	0.00
FY-11 Unrestricted Legal Balance	1,761,891.41
FY-12 Legal Balance	2,897,792.30
FY-12 Restricted SOF	241,358.31
FY-12 Deposits with Paying Agents	0.00
FY-12 Current Loans	0.00
FY-12 Unrestricted Legal Balance	2,656,433.99
FY 11-FY 12 % Change	0.51
FY-13 Legal Balance	785,981.66
FY-13 Restricted SOF	546,288.42
FY-13 Deposits with Paying Agents	0.00
FY-13 Current Loans	0.00
FY-13 Unrestricted Legal Balance	239,693.24
FY 12-FY 13 % Change	(0.9098)
Two Year Change (from Fy11 to FY 13)	(1,522,198.17)
Two Year Projected Balance	(1,282,504.93)
BUDGET:	
FY-14 Legal Balance	350,080.76
FY-14 Restricted SOF	60,655.01
FY-14 Deposits with Paying Agents	0.00
FY-14 Current Loans	0.00
FY-14 Unrestricted Legal Balance	289,425.75

BOARD HEARING PROCEDURES

26.02 Any district that has received consolidation/annexation incentive funds and subsequently dissolves shall be liable to the Department of Education for the full or apportioned amount of incentive funding received if any of the following conditions result due to the dissolution:

26.02.1 Districts are formed with substantially the same boundaries as the former districts prior to consolidation or annexation;

26.02.2 The ability of any district to desegregate or remain desegregated is inhibited;

26.02.3 The ability of the State to ensure that students are provided a quality education in an efficient manner is inhibited.

26.03 Any repayment due, as required in Section 26.02 above, shall be paid from the assets of the district prior to dissolution of the district. The Department of Education may withhold, from any state funding due the district, the amount of repayment funds or a portion thereof.

26.04 In the event full repayment is not made as required under Section 26.02 above, the Department of Education shall withhold from those districts that are formed as a result of the dissolution, future state funding in the amount of the repayment owed. The repayment shall be apportioned among the districts on a per ADM basis unless the Department of Education determines that such apportionment would be inequitable. In such case, the State Board shall apportion the repayment among the districts upon an equitable basis.

27.00 STATE BOARD HEARING PROCEDURES – VOLUNTARY CONSOLIDATIONS AND ANNEXATIONS

27.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

27.02 The spokesperson(s) for the petitioning school districts shall have a total of twenty (20) minutes to present the school districts' remarks. The State Board may allow more than twenty (20) minutes if necessary.

27.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

27.04 The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

27.05 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

27.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.

27.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

27.08 The State Board shall issue a written order concerning the matter.

28.00 STATE BOARD HEARING PROCEDURES – INVOLUNTARY CONSOLIDATIONS AND ANNEXATIONS

28.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

28.02 The spokesperson(s) for the Department of Education shall have a total of twenty (20) minutes to present the Department of Education's remarks. The State Board may allow more than twenty (20) minutes if necessary.

28.03 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

28.04 The spokesperson(s) for the Department of Education shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

28.05 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

28.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.

NOTICE LETTER

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

April 4, 2014

Dr. Albert Lee Snow
Norphlet School District
P.O. Box 50
Norphlet, AR 71759

Mr. Dave Wilcox, Superintendent
Smackover School District
112 E. Eighth Street
Smackover, AR 71762

Re: Proposed Voluntary Annexation
Norphlet School District and Smackover School District
(Regular Mail, Certified Mail and Electronic Mail)

Dear Superintendents:

This letter is to notify you that during its regularly scheduled, May 2014 meeting, the Arkansas State Board of Education (State Board) will consider the voluntary annexation petition filed with the Arkansas Department of Education by the Norphlet School District and the Smackover School District.

The State Board will consider this matter on May 8, 2014, beginning at 10:00 a.m., in the Auditorium of the Arkansas Department of Education, Four Capitol Mall, Little Rock, Arkansas. You should plan to be in attendance and be prepared to answer questions that may be posed by the State Board. Any written materials you choose to submit should be provided to Jeremy Lasiter, Arkansas Department of Education General Counsel, **no later than noon on April 21, 2014.** You may reach Mr. Lasiter at (501) 682-4227 or at jeremy.lasiter@arkansas.gov.

The State Board will consider this matter pursuant to the legal authority and jurisdiction vested in it by Ark. Code Ann. §§ 6-11-105, 6-13-1401 et seq., and the Arkansas Department of Education Rules Governing the Consolidation and Annexation of School Districts (Rules). You may find an electronic copy of the Rules here:

http://www.arkansased.org/divisions/legal/rules/current

You may find the State Board's hearing procedures beginning on page 30 of the Rules, in Section 27.00. Thank you for your attention to this very important matter.

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

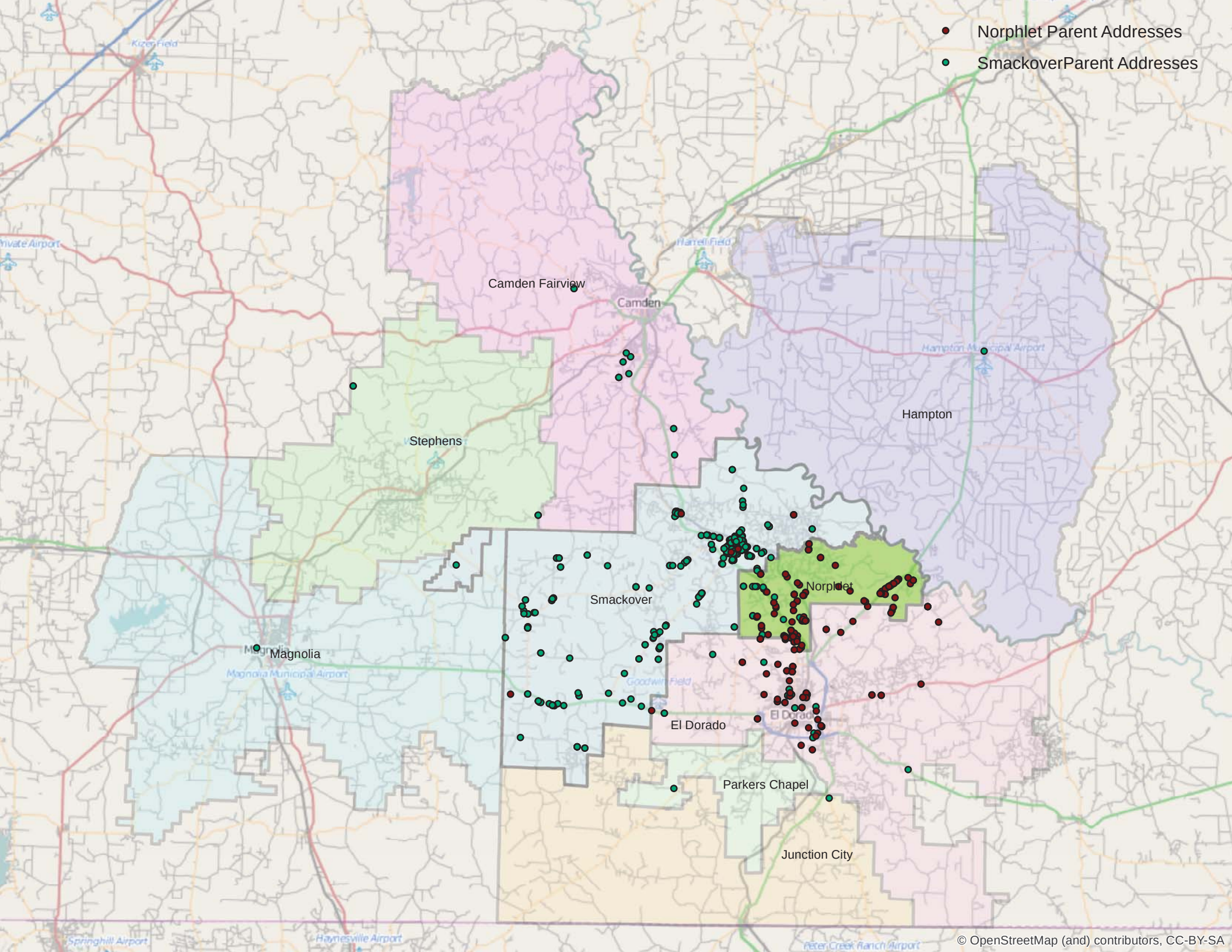
An Equal Opportunity Employer

Sincerely,

Tom W. Kimbrell, Ed.D.
Commissioner of Education

cc : *VIA U.S. MAIL*
Arkansas State Board of Education
Mr. Jimmy Cunningham, Superintendent, Hampton School District
Mr. Robert Davis, Superintendent, Camden Fairview School District
Ms. Patsy Hughey, Superintendent, Stephens School District
Dr. John Moore, Superintendent, Magnolia School District
Mr. Danny Thomas, Superintendent, Junction City School District
Mr. Bob Watson, Superintendent, El Dorado School District
Mr. Eugene Bramblett, Attorney at Law
Mr. Allen Roberts, Attorney at Law
Mr. Scott Richardson, Senior Assistant Attorney General
Mr. Jeremy Lasiter, ADE General Counsel

MAPS


Norphlet Parent Addresses
SmackoverParent Addresses
Camden Fairview
Camden
Hampton
Stephens
Smackover
Norphlet
Magnolia
El Dorado
Parkers Chapel
Junction City
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DISTRICT SUBMISSIONS

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF THE NORPHLET SCHOOL DISTRICT OF UNION COUNTY INTO THE SMACKOVER SCHOOL DISTRICT OF UNION COUNTY

PETITION FOR ANNEXATION

COMES NOW the Smackover School District (SSD) of Union County and the Norphlet School District (NSD) of Union County (Petitioners) acting by and through their respective Superintendents duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the annexation of the petitioning affected Norphlet School District into the petitioning receiving Smackover School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions approving this petition for annexation of the Norphlet School District into the receiving Smackover School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to annex the Norphlet School District into the receiving Smackover School District. Said public notice of intent to annex was published in the local newspaper of general circulation of the affected and receiving districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving Smackover School District shall elect 7 local board members in compliance with Ark. Code Ann. § 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous.

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, 2014, and that there shall be only one local school board and the current one local superintendent of the receiving Smackover School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the Norphlet School District of Union County, into the receiving Smackover School District of Union County, to create the

new Smackover-Norphlet School District of Union County; that it issue an Order dissolving the affected school districts and establishing the new Smackover-Norphlet School District; that it issue an Order establishing the boundary lines of the receiving school district and prepare a map of the resulting SNSD; and that it file its Order and map with the County Clerks of Union County and the Arkansas Geographic Information Office.

Respectfully submitted,

Norphlet School District

By: _____ 3/11/14
Superintendent Date

_____ 3-11-14
President, School Board Date

Smackover School District

By: _____ 3/19/14
Superintendent Date

_____ 3/19/14
President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the Norphlet School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on March 11, 2014, wherein a quorum was present and a majority of the board membership voted to approve the annexation of the Norphlet School District into the Smackover School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the Norphlet School District Board of Directors, pursuant to Arkansas law, that said annexation is hereby approved.

Norphlet School District

of Union County

By: _____ 3/11/14
Superintendent Date

By: _____ 3-11-14
President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the Smackover School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on March 19, 2014, wherein a quorum was present and a majority of the board membership voted to approve the annexation of the Norphlet School District into the Smackover School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the Smackover School District Board of Directors, pursuant to Arkansas law, that said annexation is hereby approved.

Smackover School District

of Union County

By: _____ 3/19/14
Superintendent Date

By: _____ 3/19/14
President, School Board Date

Certificate of Publications

State of Arkansas SS **INTENT TO ANNEX**

County of Union

I, Nicole Patterson, upon oath state that I am Advertising Manager (job title) of the El Dorado News-Times, a daily newspaper published at El Dorado Arkansas, and that said newspaper has a bona fide circulation in said county, that the annexed advertisement was inserted, and published, in said newspaper for two consecutive weeks, as follows:

1st insertion on the 22nd day of March, 2014

And the 2nd on the 29th day of March, 2014.

Nicole Patterson
Signature

Subscribed and sworn before me this the 31st day of March, 2014

Kelly Jones-Wilson
Signature of Notary Public

KELLY JONES-WILSON
MY COMMISSION # 12375991
EXPIRES: April 8, 2020
Union County

NOTICE OF INTENT TO ANNEX

The Smackover School District of Union County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Norphlet School District into the receiving Smackover School District. On March 11, 2014, the Norphlet School Board met and approved the petition and on March 19, 2014, the Smackover School Board met and approved the petition. Both districts are hereby giving notice to the public of the districts' intent to annex into one school district. The superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

PROOF OF PUBLICATION

STATE OF ARKANSAS
COUNTY OF COLUMBIA

I, Susan Gill, do hereby state upon oath that I am in charge of legal publications of THE BANNER-NEWS, a newspaper of general circulation in Columbia County, Arkansas, and having a bona fide circulation therein; that said newspaper is authorized by law to publish legal advertisements; and that the advertisement annexed hereto was published in said newspaper 2 times, the first of which appeared March 21, 2014 and the last on March 28, 2014.

Susan Gill

Subscribed and sworn before me, this the 28th day of March, 2014

Kathy D. Camp, Notary Public

Lines: 34 Times: 2 Cost: $ 129.20
Attorney/Business: Smackover Schools

KATHY D. CAMP
Notary Public-Arkansas
Columbia County
My Commission Expires 09-09-2023
Commission # 12395504

NOTICE OF INTENT TO ANNEX

The Smackover School District of Union County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Norphlet School District into the receiving Smackover School District. On March 11, 2014, the Norphlet School Board met and approved the petition and on March 19, 2014, the Smackover School Board met and approved the petition. Both districts are hereby giving notice to the public of the district's intent to annex into one school district. The superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

State of Arkansas
County of Ouachita

I, Heather Sullivan, do solemnly swear that I am Legal Clerk of the Camden News, a daily newspaper published in the said county, and that I was Legal Clerk at the date hereinafter states, and that said paper had a bona fide circulation in said county at said dates, had been regularly published in said county for a period of one month next before the date of the first publication of advertisement hereto annexed, and that said advertisement was published ONE time (s) for TWO week (s) consecutively, the first insertion having been made on the 21st day of March, 2014, and the last on the 28th day of March, 2014. Sworn and subscribed to me this 28th day of March, 2014
My Commission expires 8/20/2017
Total $107.26
7980

_____, Notary Public

Heather Sullivan, Legal Clerk

ROBYN HOUSE YARBRO
Commission No. 12362012
NOTARY PUBLIC
My Commission Expires Aug. 20, 2017
OUACHITA CO., ARKANSAS

7980

NOTICE OF INTENT TO ANNEX

The Smackover School District of Union County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Norphlet School District into the receiving Smackover School District. On March 11, 2014, the Norphlet School Board met and approved the petition. Both districts are hereby giving notice to the public of the districts' intent to annex into one school district. The superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

Exhibit D

Affidavit Concerning Desegregation Orders

COMES NOW the Norphlet School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the Norphlet School District is/(is not) (circle one) involved in desegregation litigation in a United States Federal Court or is/(is not) (circle one) under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

FURTHER the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this 17th day of March, 2014.

Superintendent

County of Union
State of Arkansas

Sworn and subscribed before me, Notary Public, this 17th day of March, 2014.

Virginia M. Cameron
Notary Public

My Commission expires
05-02-2018

VIRGINIA M CAMERON
Commission No. 12385032
NOTARY PUBLIC
Commission Expires May 2, 2018
UNION COUNTY, ARKANSAS

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

Exhibit D

Affidavit Concerning Desegregation Orders

COMES NOW the Smackover School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the Smackover School District is/~~is not~~ (circle one) involved in desegregation litigation in a United States Federal Court or is/~~is not~~ (circle one) under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

FURTHER the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this 19th day of March, ~~2013~~ 2014

Superintendent

County of Union
State of Arkansas

Sworn and subscribed before me, Notary Public, this 19th day of March, 2014.

Virginia M. Cameron
Notary Public

My Commission expires
05-02-2018

VIRGINIA M CAMERON
Commission No. 12385692
NOTARY PUBLIC
Commission Expires May 2, 2018
UNION COUNTY, ARKANSAS

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

AGREEMENT FOR A VOLUNTARY ANNEXATION OF THE NORPHLET SCHOOL DISTRICT INTO THE SMACKOVER SCHOOL DISTRICT

WHEREAS, the Norphlet School District (NSD) of Union County, and the Smackover School District (SSD), of Union County, (NSD and SSD are the "schools"), and both NSD and SSD are desirous of petitioning the Arkansas State Board of Education to cause the NSD to be annexed into the SSD, to create the new Smackover-Norphlet School District (SNSD), pursuant to Ark. Code Ann 6-13-1401 et.seq., and

WHEREAS, both NSD and SSD agree that it would be in the Schools' mutual best interest and the mutual best interest of the Schools' patrons for the Schools' to enter into this Voluntary Annexation Agreement (Agreement), and

WHEREAS, the purpose of this Agreement is to set forth the terms and conditions of the proposed voluntary annexation so that the annexation may be accomplished in the best interest of the Schools;

NOW THEREFORE, in consideration of their mutual promises and agreements, NSD and SSD agree as follows:

1. Effective date. If approved by the Arkansas State Board of Education (SBE), the effective date of voluntary annexation shall be July 1, 2014.

2. Names. The SSD is willing to approve an annexation of the NSD under the following terms of agreement. The resulting school district shall be known as the Smackover-Norphlet School District (SNSD).

3. Board of Directors. Following approval of the proposed annexation by the SBE, the SNSD will establish a seven (7) member school board establishing two (2) single member zones in the area of the current NSD and five (5) single member zones in the SSD. There would be an interim school board created effective July 1, 2014, made up of two (2) members from the Norphlet School Board and five (5) members from the Smackover School Board. The interim board of directors will serve until the regular school election of September 2015 pursuant to Ark. Code Ann. 6-13-1416(d). As to the seven (7) member board elected in the regular school election of September, 2015 and thereafter, all board positions shall serve five (5) year terms, subject to the staggered terms provision contained in Section 4 of the Petition for Annexation.
4. Superintendent. Mr. Dave Wilcox of the Smackover School District shall remain under contract as superintendent of the Smackover-Norphlet School District, under the terms and conditions of his current contract.

5. School Employees Employment. All employees of NSD employed as of July 2014, shall become employees of the SNSD for the 2014-2015 school year only and shall be subject to all terms, conditions of contract, personnel and other policies of the

SNSD. After evaluating the needs of the district during the 2014-2015 school year, all staff shall be reviewed for continued employment needs and shall remain subject to reassignment of duties, non-renewal or termination of contract provisions as allowed by law and policies of the SNSD.

6. School Facilities. Both SSD and NSD agree that SNSD will continue to allow the Norphlet campus to operate both an elementary school and a high school in the SNSD for the 2014-2015 school year. There will be plans made to reorganize the SNSD campuses during the 2014-2015 school year effective for the 2015-2016 school year. The SNSD intends to operate at both campuses as long as it is deemed economically and educationally feasible and beneficial to the SNSD. There shall be no specific test or determination or binding obligation on any future school board concerning the decision to open or close any of the schools in the district, including a school at the current Norphlet campus.

7. Millage Rates. The issue of unification of the millage rates in the current SSD and the current NSD for the SNSD shall be placed on the ballot for the annual school election in 2014.

8. Board Elections. As stated in Section 3, a seven (7) member interim board, comprised of two (2) members from the current NSD School Board and five (5) members from the current SSD School Board, shall serve until the board members elected in the 2015 annual school elections are duly sworn and authorized to assume their duties. There shall be no elections for school board members at the 2014 annual school election.

9. Petition. If the proposed merger of annexation is approved, the attached petition of annexation shall be approved by both the Norphlet School Board and the Smackover School Board and submitted to the State Board of Education no later than April 7, 2014.

10. School Choice/Student Transfer. It is the intent of this agreement that all students eligible for school choice under applicable law may exercise school choice option.

11. Entire Agreement. This Agreement along with Attachment A represents the entire proposal of annexation and no other terms or conditions or a proposed merger are contemplated or approved by the SSD at this time. This action is necessary to protect the integrity of the new SNSD and thus seek to avoid, as much as possible, fiscal distress, academic distress, facilities distress and violations of Arkansas

Standards for Accreditation or other state or federal accountability laws, and maintain a standard of education and accountability desired by the new SNSD.

12. Counterparts. This agreement may be executed simultaneously in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

13. Applicable Law. The annexation shall be effective in accordance with the laws of the State of Arkansas and the rules of the Arkansas State Board of Education.

IN WITNESS WHEREOF, the undersigned parties have executed this agreement on the 11 day of November, 2014.

Norphlet School District of Union County, Arkansas

By: _____
President, Board of Directors

By: Wendy Walker
Secretary, Board of Directors

Smackover School District of Union County, Arkansas

By: _____
President, Board of Directors

By: Lynn Burchfield
Secretary, Board of Directors

Filed on the 2 day of Apr 2014
Sherry K. Bell Clerk
By _____ DC

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF THE NORPHLET SCHOOL DISTRICT OF UNION COUNTY INTO THE SMACKOVER SCHOOL DISTRICT OF UNION COUNTY

PETITION FOR ANNEXATION

COMES NOW the Smackover School District (SSD) of Union County and the Norphlet School District (NSD) of Union County (Petitioners) acting by and through their respective Superintendents duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the annexation of the petitioning affected Norphlet School District into the petitioning receiving Smackover School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions approving this petition for annexation of the Norphlet School District into the receiving Smackover School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to annex the Norphlet School District into the receiving Smackover School District. Said public notice of intent to annex was published in the local newspaper of general circulation of the affected and receiving districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving Smackover School District shall elect 7 local board members in compliance with Ark. Code Ann. § 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous.

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, 2014, and that there shall be only one local school board and the current one local superintendent of the receiving Smackover School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the Norphlet School District of Union County, into the receiving Smackover School District of Union County, to create the

new Smackover-Norphlet School District of Union County; that it issue an Order dissolving the affected school districts and establishing the new Smackover-Norphlet School District; that it issue an Order establishing the boundary lines of the receiving school district and prepare a map of the resulting SNSD; and that it file its Order and map with the County Clerks of Union County and the Arkansas Geographic Information Office.

Respectfully submitted,

Norphlet School District

By: _____ 3/11/14
Superintendent Date

_____ 3-11-14
President, School Board Date

Smackover School District

By: _____ 3/19/14
Superintendent Date

_____ 3/19/14
President, School Board Date

Filed on the 2 day of Apr 2014
Sherry L. Bell Clerk
By _____ DC

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the Norphlet School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on March 11, 2014, wherein a quorum was present and a majority of the board membership voted to approve the annexation of the Norphlet School District into the Smackover School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the Norphlet School District Board of Directors, pursuant to Arkansas law, that said annexation is hereby approved.

Norphlet School District

of Union County

By: _____ 3/11/14
Superintendent Date

By: _____ 3-11-14
President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the Smackover School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on March 19, 2014, wherein a quorum was present and a majority of the board membership voted to approve the annexation of the Norphlet School District into the Smackover School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the Smackover School District Board of Directors, pursuant to Arkansas law, that said annexation is hereby approved.

Smackover School District

of Union County

By: _____ 3/19/14

Superintendent Date

By: _____ 3/19/14

President, School Board Date

Filed on the 2 day of Apr 2014
Sherry L. Bell Clerk
By _____ DC

Certificate of Publications

State of Arkansas SS **INTENT TO ANNEX**

County of Union

I, Nicole Patterson, upon oath state that I am Advertising Manager (job title) of the El Dorado News-Times, a daily newspaper published at El Dorado Arkansas, and that said newspaper has a bona fide circulation in said county, that the annexed advertisement was inserted, and published, in said newspaper for two consecutive weeks, as follows:

1st insertion on the 22nd day of March, 2014

And the 2nd on the 29th day of March, 2014.

Nicole Patterson
Signature

Subscribed and sworn before me this the 31st day of March, 2014

Kelly Jones-Wilson
Signature of Notary Public

KELLY JONES-WILSON
MY COMMISSION # 12375991
EXPIRES: April 8, 2020
Union County

NOTICE OF INTENT TO ANNEX

The Smackover School District of Union County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Norphlet School District into the receiving Smackover School District. On March 11, 2014, the Norphlet School Board met and approved the petition and on March 19, 2014, the Smackover School Board met and approved the petition. Both districts are hereby giving notice to the public of the districts' intent to annex into one school district. The superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

State of Arkansas
County of Ouachita

I, Heather Sullivan, do solemnly swear that I am Legal Clerk of the Camden News, a daily newspaper published in the said county, and that I was Legal Clerk at the date hereinafter states, and that said paper had a bona fide circulation in said county at said dates, had been regularly published in said county for a period of one month next before the date of the first publication of advertisement hereto annexed, and that said advertisement was published ONE time (s) for TWO week (s) consecutively, the first insertion having been made on the 21st day of March, 2014, and the last on the 28th day of March, 2014. Sworn and subscribed to me this 28th day of March, 2014
My Commission expires 8/20/2017
Total $107.26
7980

_____, Notary Public

Heather Sullivan, Legal Clerk

ROBYN HOUSE YARBRO
Commission No. 12382012
NOTARY PUBLIC
My Commission Expires Aug. 20, 2017
OUACHITA CO., ARKANSAS

7980

NOTICE OF INTENT TO ANNEX

The Smackover School District of Union County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Norphlet School District into the receiving Smackover School District. On March 11, 2014, the Norphlet School Board met and approved the petition. Both districts are hereby giving notice to the public of the districts' intent to annex into one school district. The superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

PROOF OF PUBLICATION

STATE OF ARKANSAS
COUNTY OF COLUMBIA

I, Susan Gill, do hereby state upon oath that I am in charge of legal publications of THE BANNER-NEWS, a newspaper of general circulation in Columbia County, Arkansas, and having a bona fide circulation therein; that said newspaper is authorized by law to publish legal advertisements; and that the advertisement annexed hereto was published in said newspaper 2 times, the first of which appeared March 21, 2014 and the last on March 28, 2014.

Susan Gill

Subscribed and sworn before me, this the 28th day of March, 2014

Kathy D. Camp

Kathy D. Camp, Notary Public

Lines: 34 Times: 2 Cost: $ 129.20
Attorney/Business: Smackover Schools

KATHY D. CAMP
Notary Public-Arkansas
Columbia County
My Commission Expires 09-09-2023
Commission # 12395604

NOTICE OF INTENT TO ANNEX

The Smackover School District of Union County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Norphlet School District into the receiving Smackover School District. On March 11, 2014, the Norphlet School Board met and approved the petition and on March 19, 2014, the Smackover School Board met and approved the petition. Both districts are hereby giving notice to the public of the district's intent to annex into one school district. The superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

Filed on the 2 day of Apr 2014
Sherry L. Bell Clerk
By _____ DC

Exhibit D

Affidavit Concerning Desegregation Orders

COMES NOW the Norphlet School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the Norphlet School District ~~is~~ is not (circle one) involved in desegregation litigation in a United States Federal Court or ~~is~~ is not (circle one) under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

FURTHER the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this 17th day of March, 2014.

_____
Superintendent

County of Union
State of Arkansas

Sworn and subscribed before me, Notary Public, this 17th day of March, 2014.

Virginia M. Cameron
Notary Public

VIRGINIA M CAMERON
Commission No. 12365632
NOTARY PUBLIC
Commission Expires May 2, 2018
UNION COUNTY, ARKANSAS

My Commission expires
05-02-2018

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

Exhibit D

Affidavit Concerning Desegregation Orders

COMES NOW the Smackover School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the Smackover School District is/~~is not~~ (circle one) involved in desegregation litigation in a United States Federal Court or is/~~is not~~ (circle one) under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

FURTHER the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this 19th day of March ~~2013~~.2014

Superintendent

County of Union
State of Arkansas

Sworn and subscribed before me, Notary Public, this 19th day of March, 2014.

Virginia M. Cameron
Notary Public

My Commission expires
05-02-2018

VIRGINIA M CAMERON Commission No. 12365532 NOTARY PUBLIC Commission Expires May 2, 2018 UNION COUNTY, ARKANSAS

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

Filed on the 2 day of Apr 20 14
Sherry L. Bell Clerk
By _____ DC

AGREEMENT FOR A VOLUNTARY ANNEXATION OF THE NORPHLET SCHOOL DISTRICT INTO THE SMACKOVER SCHOOL DISTRICT

WHEREAS, the Norphlet School District (NSD) of Union County, and the Smackover School District (SSD), of Union County, (NSD and SSD are the "schools"), and both NSD and SSD are desirous of petitioning the Arkansas State Board of Education to cause the NSD to be annexed into the SSD, to create the new Smackover-Norphlet School District (SNSD), pursuant to Ark. Code Ann 6-13-1401 et.seq., and

WHEREAS, both NSD and SSD agree that it would be in the Schools' mutual best interest and the mutual best interest of the Schools' patrons for the Schools' to enter into this Voluntary Annexation Agreement (Agreement), and

WHEREAS, the purpose of this Agreement is to set forth the terms and conditions of the proposed voluntary annexation so that the annexation may be accomplished in the best interest of the Schools;

NOW THEREFORE, in consideration of their mutual promises and agreements, NSD and SSD agree as follows:

1. Effective date. If approved by the Arkansas State Board of Education (SBE), the effective date of voluntary annexation shall be July 1, 2014.

2. Names. The SSD is willing to approve an annexation of the NSD under the following terms of agreement. The resulting school district shall be known as the Smackover-Norphlet School District (SNSD).

3. Board of Directors. Following approval of the proposed annexation by the SBE, the SNSD will establish a seven (7) member school board establishing two (2) single member zones in the area of the current NSD and five (5) single member zones in the SSD. There would be an interim school board created effective July 1, 2014, made up of two (2) members from the Norphlet School Board and five (5) members from the Smackover School Board. The interim board of directors will serve until the regular school election of September 2015 pursuant to Ark. Code Ann. 6-13-1416(d). As to the seven (7) member board elected in the regular school election of September, 2015 and thereafter, all board positions shall serve five (5) year terms, subject to the staggered terms provision contained in Section 4 of the Petition for Annexation.
4. Superintendent. Mr. Dave Wilcox of the Smackover School District shall remain under contract as superintendent of the Smackover-Norphlet School District, under the terms and conditions of his current contract.

5. School Employees Employment. All employees of NSD employed as of July 2014, shall become employees of the SNSD for the 2014-2015 school year only and shall be subject to all terms, conditions of contract, personnel and other policies of the

SNSD. After evaluating the needs of the district during the 2014-2015 school year, all staff shall be reviewed for continued employment needs and shall remain subject to reassignment of duties, non-renewal or termination of contract provisions as allowed by law and policies of the SNSD.

6. School Facilities. Both SSD and NSD agree that SNSD will continue to allow the Norphlet campus to operate both an elementary school and a high school in the SNSD for the 2014-2015 school year. There will be plans made to reorganize the SNSD campuses during the 2014-2015 school year effective for the 2015-2016 school year. The SNSD intends to operate at both campuses as long as it is deemed economically and educationally feasible and beneficial to the SNSD. There shall be no specific test or determination or binding obligation on any future school board concerning the decision to open or close any of the schools in the district, including a school at the current Norphlet campus.

7. Millage Rates. The issue of unification of the millage rates in the current SSD and the current NSD for the SNSD shall be placed on the ballot for the annual school election in 2014.

8. Board Elections. As stated in Section 3, a seven (7) member interim board, comprised of two (2) members from the current NSD School Board and five (5) members from the current SSD School Board, shall serve until the board members elected in the 2015 annual school elections are duly sworn and authorized to assume their duties. There shall be no elections for school board members at the 2014 annual school election.

9. Petition. If the proposed merger of annexation is approved, the attached petition of annexation shall be approved by both the Norphlet School Board and the Smackover School Board and submitted to the State Board of Education no later than April 7, 2014.

10. School Choice/Student Transfer. It is the intent of this agreement that all students eligible for school choice under applicable law may exercise school choice option.

11. Entire Agreement. This Agreement along with Attachment A represents the entire proposal of annexation and no other terms or conditions or a proposed merger are contemplated or approved by the SSD at this time. This action is necessary to protect the integrity of the new SNSD and thus seek to avoid, as much as possible, fiscal distress, academic distress, facilities distress and violations of Arkansas

Standards for Accreditation or other state or federal accountability laws, and maintain a standard of education and accountability desired by the new SNSD.

12. Counterparts. This agreement may be executed simultaneously in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

13. Applicable Law. The annexation shall be effective in accordance with the laws of the State of Arkansas and the rules of the Arkansas State Board of Education.

IN WITNESS WHEREOF, the undersigned parties have executed this agreement on the 11 day of March, 2014.

Norphlet School District of Union County, Arkansas

By: _____
President, Board of Directors

By: Wendy Walker
Secretary, Board of Directors

Smackover School District of Union County, Arkansas

By: _____
President, Board of Directors

By: Lynn Burchfield
Secretary, Board of Directors

CO-2014-18

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF THE NORPHLET SCHOOL DISTRICT OF UNION COUNTY INTO THE SMACKOVER SCHOOL DISTRICT OF UNION COUNTY

PETITION FOR ANNEXATION

COMES NOW the Smackover School District (SSD) of Union County and the Norphlet School District (NSD) of Union County (Petitioners) acting by and through their respective Superintendents duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the annexation of the petitioning affected Norphlet School District into the petitioning receiving Smackover School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions approving this petition for annexation of the Norphlet School District into the receiving Smackover School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to annex the Norphlet School District into the receiving Smackover School District. Said public notice of intent to annex was published in the local newspaper of general circulation of the affected and receiving districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this of this petition with this Board.

FILED 4-2 2014
SHANNON PHILLIPS, CLERK
BY D.C.

3. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving Smackover School District shall elect 7 local board members in compliance with Ark. Code Ann. § 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous.

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, 2014, and that there shall be only one local school board and the current one local superintendent of the receiving Smackover School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the Norphlet School District of Union County, into the receiving Smackover School District of Union County, to create the

new Smackover-Norphlet School District of Union County; that it issue an Order dissolving the affected school districts and establishing the new Smackover-Norphlet School District; that it issue an Order establishing the boundary lines of the receiving school district and prepare a map of the resulting SNSD; and that it file its Order and map with the County Clerks of Union County, with the Secretary of State, and the Arkansas Geographic Information Office.

Respectfully submitted,

Norphlet School District
Union County

By: _____ 3/11/14
Superintendent Date

_____ 3/11/14
President, School Board Date

Smackover School District
Union County

By: _____ 3/19/14
Superintendent Date

_____ 3/19/14
President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the Norphlet School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on March 11, 2014, wherein a quorum was present and a majority of the board membership voted to approve the annexation of the Norphlet School District into the Smackover School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the Norphlet School District Board of Directors, pursuant to Arkansas law, that said annexation is hereby approved.

Norphlet School District

of Union County

By: _____ 3/11/14
Superintendent Date

By: _____ 3-11-14
President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the Smackover School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on March 19, 2014, wherein a quorum was present and a majority of the board membership voted to approve the annexation of the Norphlet School District into the Smackover School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the Smackover School District Board of Directors, pursuant to Arkansas law, that said annexation is hereby approved.

Smackover School District

of Union County

By: _____ 3/19/14
Superintendent Date

By: _____ 3/19/14
President, School Board Date

Certificate of Publications

State of Arkansas SS **INTENT TO ANNEX**

County of Union

I, Nicole Patterson, upon oath state that I am Advertising Manager (job title) of the El Dorado News-Times, a daily newspaper published at El Dorado Arkansas, and that said newspaper has a bona fide circulation in said county, that the annexed advertisement was inserted, and published, in said newspaper for two consecutive weeks, as follows:

1st insertion on the 22nd day of March, 2014

And the 2nd on the 29th day of March, 2014.

Nicole Patterson

Signature

Subscribed and sworn before me this the 31st day of March, 2014

Kelly Jones-Wilson

Signature of Notary Public

KELLY JONES-WILSON
MY COMMISSION # 12375991
EXPIRES: April 8, 2020
Union County

NOTICE OF INTENT TO ANNEX

The Smackover School District of Union County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Norphlet School District into the receiving Smackover School District. On March 11, 2014, the Norphlet School Board met and approved the petition and on March 19, 2014, the Smackover School Board met and approved the petition. Both districts are hereby giving notice to the public of the districts' intent to annex into one school district. The superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

PROOF OF PUBLICATION

STATE OF ARKANSAS
COUNTY OF COLUMBIA

I, Susan Gill, do hereby state upon oath that I am in charge of legal publications of THE BANNER-NEWS, a newspaper of general circulation in Columbia County, Arkansas, and having a bona fide circulation therein; that said newspaper is authorized by law to publish legal advertisements; and that the advertisement annexed hereto was published in said newspaper 2 times, the first of which appeared March 21, 2014 and the last on March 28, 2014.

Susan Gill

Subscribed and sworn before me, this the 28th day of March, 2014

Kathy D. Camp, Notary Public

Lines: 34 Times:2 Cost: $ 129.20
Attorney/Business: Smackover Schools

KATHY D. CAMP
Notary Public-Arkansas
Columbia County
My Commission Expires 09-09-2023
Commission # 12395504

NOTICE OF INTENT TO ANNEX

The Smackover School District of Union County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Norphlet School District into the receiving Smackover School District. On March 11, 2014, the Norphlet School Board met and approved the petition and on March 19, 2014, the Smackover School Board met and approved the petition. Both districts are hereby giving notice to the public of the district's intent to annex into one school district. The superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

State of Arkansas
County of Ouachita

I, Heather Sullivan, do solemnly swear that I am Legal Clerk of the Camden News, a daily newspaper published in the said county, and that I was Legal Clerk at the date hereinafter states, and that said paper had a bona fide circulation in said county at said dates, had been regularly published in said county for a period of one month next before the date of the first publication of advertisement hereto annexed, and that said advertisement was published ONE time (s) for TWO week (s) consecutively, the first insertion having been made on the 21st day of March, 2014, and the last on the 28th day of March, 2014. Sworn and subscribed to me this 28th day of March, 2014
My Commission expires 8/20/2017
Total $107.26
7980

_____, Notary Public

Heather Sullivan, Legal Clerk

ROBYN HOUSE YARBRO
Commission No. 12382012
NOTARY PUBLIC
My Commission Expires Aug. 20, 2017
OUACHITA CO., ARKANSAS

7980

NOTICE OF INTENT TO ANNEX

The Smackover School District of Union County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Norphlet School District into the receiving Smackover School District. On March 11, 2014, the Norphlet School Board met and approved the petition. Both districts are hereby giving notice to the public of the districts' intent to annex into one school district. The superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

Exhibit D

Affidavit Concerning Desegregation Orders

COMES NOW the Norphlet School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the Norphlet School District is/(is not) (circle one) involved in desegregation litigation in a United States Federal Court or is/(is not) (circle one) under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

FURTHER the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this 17th day of March, 2014.

Superintendent

County of Union
State of Arkansas

Sworn and subscribed before me, Notary Public, this 17th day of March 2014.

Virginia M. Cameron
Notary Public

My Commission expires
05-02-2018

VIRGINIA M CAMERON
Commission No. 12365832
NOTARY PUBLIC
Commission Expires May 2, 2018
UNION COUNTY, ARKANSAS

* = If you answered, "Is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

Exhibit D

Affidavit Concerning Desegregation Orders

COMES NOW the Smackover School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the Smackover School District is/~~is not~~ (circle one) involved in desegregation litigation in a United States Federal Court or is/~~is not~~ (circle one) under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

FURTHER the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this 19th day of March, ~~2013~~ 2014

Superintendent

County of Union
State of Arkansas

Sworn and subscribed before me, Notary Public, this 19th day of March, 2014.

Virginia M. Cameron
Notary Public

My Commission expires
05-02-2018

VIRGINIA M CAMERON Commission No. 12381662 NOTARY PUBLIC Commission Expires May 2, 2018 UNION COUNTY, ARKANSAS

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

AGREEMENT FOR A VOLUNTARY ANNEXATION OF THE NORPHLET SCHOOL DISTRICT INTO THE SMACKOVER SCHOOL DISTRICT

WHEREAS, the Norphlet School District (NSD) of Union County, and the Smackover School District (SSD), of Union County, (NSD and SSD are the "schools"), and both NSD and SSD are desirous of petitioning the Arkansas State Board of Education to cause the NSD to be annexed into the SSD, to create the new Smackover-Norphlet School District (SNSD), pursuant to Ark. Code Ann 6-13-1401 et.seq., and

WHEREAS, both NSD and SSD agree that it would be in the Schools' mutual best interest and the mutual best interest of the Schools' patrons for the Schools' to enter into this Voluntary Annexation Agreement (Agreement), and

WHEREAS, the purpose of this Agreement is to set forth the terms and conditions of the proposed voluntary annexation so that the annexation may be accomplished in the best interest of the Schools;

NOW THEREFORE, in consideration of their mutual promises and agreements, NSD and SSD agree as follows:

1. Effective date. If approved by the Arkansas State Board of Education (SBE), the effective date of voluntary annexation shall be July 1, 2014.

2. Names. The SSD is willing to approve an annexation of the NSD under the following terms of agreement. The resulting school district shall be known as the Smackover-Norphlet School District (SNSD).

3. Board of Directors. Following approval of the proposed annexation by the SBE, the SNSD will establish a seven (7) member school board establishing two (2) single member zones in the area of the current NSD and five (5) single member zones in the SSD. There would be an interim school board created effective July 1, 2014, made up of two (2) members from the Norphlet School Board and five (5) members from the Smackover School Board. The interim board of directors will serve until the regular school election of September 2015 pursuant to Ark. Code Ann. 6-13-1416(d). As to the seven (7) member board elected in the regular school election of September, 2015 and thereafter, all board positions shall serve five (5) year terms, subject to the staggered terms provision contained in Section 4 of the Petition for Annexation.
4. Superintendent. Mr. Dave Wilcox of the Smackover School District shall remain under contract as superintendent of the Smackover-Norphlet School District, under the terms and conditions of his current contract.

5. School Employees Employment. All employees of NSD employed as of July 2014, shall become employees of the SNSD for the 2014-2015 school year only and shall be subject to all terms, conditions of contract, personnel and other policies of the

SNSD. After evaluating the needs of the district during the 2014-2015 school year, all staff shall be reviewed for continued employment needs and shall remain subject to reassignment of duties, non-renewal or termination of contract provisions as allowed by law and policies of the SNSD.

6. School Facilities. Both SSD and NSD agree that SNSD will continue to allow the Norphlet campus to operate both an elementary school and a high school in the SNSD for the 2014-2015 school year. There will be plans made to reorganize the SNSD campuses during the 2014-2015 school year effective for the 2015-2016 school year. The SNSD intends to operate at both campuses as long as it is deemed economically and educationally feasible and beneficial to the SNSD. There shall be no specific test or determination or binding obligation on any future school board concerning the decision to open or close any of the schools in the district, including a school at the current Norphlet campus.

7. Millage Rates. The issue of unification of the millage rates in the current SSD and the current NSD for the SNSD shall be placed on the ballot for the annual school election in 2014.

8. Board Elections. As stated in Section 3, a seven (7) member interim board, comprised of two (2) members from the current NSD School Board and five (5) members from the current SSD School Board, shall serve until the board members elected in the 2015 annual school elections are duly sworn and authorized to assume their duties. There shall be no elections for school board members at the 2014 annual school election.

9. Petition. If the proposed merger of annexation is approved, the attached petition of annexation shall be approved by both the Norphlet School Board and the Smackover School Board and submitted to the State Board of Education no later than April 7, 2014.

10. School Choice/Student Transfer. It is the intent of this agreement that all students eligible for school choice under applicable law may exercise school choice option.

11. Entire Agreement. This Agreement along with Attachment A represents the entire proposal of annexation and no other terms or conditions or a proposed merger are contemplated or approved by the SSD at this time. This action is necessary to protect the integrity of the new SNSD and thus seek to avoid, as much as possible, fiscal distress, academic distress, facilities distress and violations of Arkansas

Standards for Accreditation or other state or federal accountability laws, and maintain a standard of education and accountability desired by the new SNSD.

12. Counterparts. This agreement may be executed simultaneously in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

13. Applicable Law. The annexation shall be effective in accordance with the laws of the State of Arkansas and the rules of the Arkansas State Board of Education.

IN WITNESS WHEREOF, the undersigned parties have executed this agreement on the 11 day of November, 2014.

Norphlet School District of Union County, Arkansas

By: _____
President, Board of Directors

By: Wendy Walker
Secretary, Board of Directors

Smackover School District of Union County, Arkansas

By: _____
President, Board of Directors

By: Lynn Buchfield
Secretary, Board of Directors

OUACHITA COUNTY CLERK
10:50:45*FILED
2APR'14

CC 2014-038

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF THE NORPHLET SCHOOL DISTRICT OF UNION COUNTY INTO THE SMACKOVER SCHOOL DISTRICT OF UNION COUNTY

PETITION FOR ANNEXATION

COMES NOW the Smackover School District (SSD) of Union County and the Norphlet School District (NSD) of Union County (Petitioners) acting by and through their respective Superintendents duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the annexation of the petitioning affected Norphlet School District into the petitioning receiving Smackover School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions approving this petition for annexation of the Norphlet School District into the receiving Smackover School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to annex the Norphlet School District into the receiving Smackover School District. Said public notice of intent to annex was published in the local newspaper of general circulation of the affected and receiving districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving Smackover School District shall elect 7 local board members in compliance with Ark. Code Ann. § 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous.

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, 2014, and that there shall be only one local school board and the current one local superintendent of the receiving Smackover School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the Norphlet School District of Union County, into the receiving Smackover School District of Union County, to create the

new Smackover-Norphlet School District of Union County; that it issue an Order dissolving the affected school districts and establishing the new Smackover-Norphlet School District; that it issue an Order establishing the boundary lines of the receiving school district and prepare a map of the resulting SNSD; and that it file its Order and map with the County Clerks of Union County and the Arkansas Geographic Information Office.

Respectfully submitted,

Norphlet School District

By: _____ 3/11/14
Superintendent Date

_____ 3-11-14
President, School Board Date

Smackover School District

By: _____ 3/19/14
Superintendent Date

_____ 3/19/14
President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the Norphlet School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on March 11, 2014, wherein a quorum was present and a majority of the board membership voted to approve the annexation of the Norphlet School District into the Smackover School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the Norphlet School District Board of Directors, pursuant to Arkansas law, that said annexation is hereby approved.

Norphlet School District

of Union County

By: _____ 3/11/14
Superintendent Date

By: _____ 3-11-14
President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the Smackover School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on March 19, 2014, wherein a quorum was present and a majority of the board membership voted to approve the annexation of the Norphlet School District into the Smackover School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the Smackover School District Board of Directors, pursuant to Arkansas law, that said annexation is hereby approved.

Smackover School District

of Union County

By: _____ 3/19/14
Superintendent Date

By: _____ 3/19/14
President, School Board Date

Certificate of Publications

State of Arkansas SS

INTENT TO ANNEX

County of Union

I, Nicole Patterson, upon oath state that I am Advertising Manager (job title) of the El Dorado News-Times, a daily newspaper published at El Dorado Arkansas, and that said newspaper has a bona fide circulation in said county, that the annexed advertisement was inserted, and published, in said newspaper for two consecutive weeks, as follows:

1st insertion on the 22nd day of March, 2014

And the 2nd on the 29th day of March, 2014.

Nicole Patterson

Signature

Subscribed and sworn before me this the 31st day of March, 2014

Kelly Jones-Wilson

Signature of Notary Public

KELLY JONES-WILSON
MY COMMISSION # 12375991
EXPIRES: April 8, 2020
Union County

NOTICE OF INTENT TO ANNEX

The Smackover School District of Union County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Norphlet School District into the receiving Smackover School District. On March 11, 2014, the Norphlet School Board met and approved the petition and on March 19, 2014, the Smackover School Board met and approved the petition. Both districts are hereby giving notice to the public of the districts' intent to annex into one school district. The superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

PROOF OF PUBLICATION

STATE OF ARKANSAS
COUNTY OF COLUMBIA

I, Susan Gill, do hereby state upon oath that I am in charge of legal publications of THE BANNER-NEWS, a newspaper of general circulation in Columbia County, Arkansas, and having a bona fide circulation therein; that said newspaper is authorized by law to publish legal advertisements; and that the advertisement annexed hereto was published in said newspaper 2 times, the first of which appeared March 21, 2014 and the last on March 28, 2014.

Susan Gill

Subscribed and sworn before me, this the 28th day of March, 2014

Kathy D. Camp, Notary Public

Lines: 34 Times: 2 Cost: $ 129.20
Attorney/Business: Smackover Schools

KATHY D. CAMP
Notary Public-Arkansas
Columbia County
My Commission Expires 09-09-2023
Commission # 12395504

NOTICE OF INTENT TO ANNEX

The Smackover School District of Union County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Norphlet School District into the receiving Smackover School District. On March 11, 2014, the Norphlet School Board met and approved the petition and on March 19, 2014, the Smackover School Board met and approved the petition. Both districts are hereby giving notice to the public of the district's intent to annex into one school district. The superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

State of Arkansas
County of Ouachita

I, Heather Sullivan, do solemnly swear that I am Legal Clerk of the Camden News, a daily newspaper published in the said county, and that I was Legal Clerk at the date hereinafter states, and that said paper had a bona fide circulation in said county at said dates, had been regularly published in said county for a period of one month next before the date of the first publication of advertisement hereto annexed, and that said advertisement was published ONE time (s) for TWO week (s) consecutively, the first insertion having been made on the 21st day of March, 2014, and the last on the 28th day of March, 2014. Sworn and subscribed to me this 28th day of March, 2014
My Commission expires 8/20/2017
Total $107.26
7980

_____, Notary Public

Heather Sullivan, Legal Clerk

ROBYN HOUSE YARBRO
Commission No. 12362012
NOTARY PUBLIC
My Commission Expires Aug. 20, 2017
OUACHITA CO., ARKANSAS

7980

NOTICE OF INTENT TO ANNEX

The Smackover School District of Union County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Norphlet School District into the receiving Smackover School District. On March 11, 2014, the Norphlet School Board met and approved the petition. Both districts are hereby giving notice to the public of the districts' intent to annex into one school district. The superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

Exhibit D

Affidavit Concerning Desegregation Orders

COMES NOW the Norphlet School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the Norphlet School District is/(is not) (circle one) involved in desegregation litigation in a United States Federal Court or is/(is not) (circle one) under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

FURTHER the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this 17th day of March, 2014.

Superintendent

County of Union
State of Arkansas

Sworn and subscribed before me, Notary Public, this 17th day of March, 2014.

Virginia M. Cameron
Notary Public

My Commission expires
05-02-2018

VIRGINIA M CAMERON
Commission No. 12369632
NOTARY PUBLIC
Commission Expires May 2, 2018
UNION COUNTY, ARKANSAS

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

Exhibit D

Affidavit Concerning Desegregation Orders

COMES NOW the Smackover School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the Smackover School District is/~~is not~~ (circle one) involved in desegregation litigation in a United States Federal Court or is/~~is not~~ (circle one) under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

FURTHER the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this 19th day of March ~~2013~~ 2014

Superintendent

County of Union
State of Arkansas

Sworn and subscribed before me, Notary Public, this 19th day of March 2014.

Virginia M. Cameron
Notary Public

My Commission expires
05-02-2018

VIRGINIA M CAMERON Commission No. 12385002 NOTARY PUBLIC Commission Expires May 2, 2018 UNION COUNTY, ARKANSAS

* = If you answered, "Is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

AGREEMENT FOR A VOLUNTARY ANNEXATION OF THE NORPHLET SCHOOL DISTRICT INTO THE SMACKOVER SCHOOL DISTRICT

WHEREAS, the Norphlet School District (NSD) of Union County, and the Smackover School District (SSD), of Union County, (NSD and SSD are the "schools"), and both NSD and SSD are desirous of petitioning the Arkansas State Board of Education to cause the NSD to be annexed into the SSD, to create the new Smackover-Norphlet School District (SNSD), pursuant to Ark. Code Ann 6-13-1401 et.seq., and

WHEREAS, both NSD and SSD agree that it would be in the Schools' mutual best interest and the mutual best interest of the Schools' patrons for the Schools' to enter into this Voluntary Annexation Agreement (Agreement), and

WHEREAS, the purpose of this Agreement is to set forth the terms and conditions of the proposed voluntary annexation so that the annexation may be accomplished in the best interest of the Schools;

NOW THEREFORE, in consideration of their mutual promises and agreements, NSD and SSD agree as follows:

1. Effective date. If approved by the Arkansas State Board of Education (SBE), the effective date of voluntary annexation shall be July 1, 2014.

2. Names. The SSD is willing to approve an annexation of the NSD under the following terms of agreement. The resulting school district shall be known as the Smackover-Norphlet School District (SNSD).

3. Board of Directors. Following approval of the proposed annexation by the SBE, the SNSD will establish a seven (7) member school board establishing two (2) single member zones in the area of the current NSD and five (5) single member zones in the SSD. There would be an interim school board created effective July 1, 2014, made up of two (2) members from the Norphlet School Board and five (5) members from the Smackover School Board. The interim board of directors will serve until the regular school election of September 2015 pursuant to Ark. Code Ann. 6-13-1416(d). As to the seven (7) member board elected in the regular school election of September, 2015 and thereafter, all board positions shall serve five (5) year terms, subject to the staggered terms provision contained in Section 4 of the Petition for Annexation.
4. Superintendent. Mr. Dave Wilcox of the Smackover School District shall remain under contract as superintendent of the Smackover-Norphlet School District, under the terms and conditions of his current contract.

5. School Employees Employment. All employees of NSD employed as of July 2014, shall become employees of the SNSD for the 2014-2015 school year only and shall be subject to all terms, conditions of contract, personnel and other policies of the

SNSD. After evaluating the needs of the district during the 2014-2015 school year, all staff shall be reviewed for continued employment needs and shall remain subject to reassignment of duties, non-renewal or termination of contract provisions as allowed by law and policies of the SNSD.

6. School Facilities. Both SSD and NSD agree that SNSD will continue to allow the Norphlet campus to operate both an elementary school and a high school in the SNSD for the 2014-2015 school year. There will be plans made to reorganize the SNSD campuses during the 2014-2015 school year effective for the 2015-2016 school year. The SNSD intends to operate at both campuses as long as it is deemed economically and educationally feasible and beneficial to the SNSD. There shall be no specific test or determination or binding obligation on any future school board concerning the decision to open or close any of the schools in the district, including a school at the current Norphlet campus.

7. Millage Rates. The issue of unification of the millage rates in the current SSD and the current NSD for the SNSD shall be placed on the ballot for the annual school election in 2014.

8. Board Elections. As stated in Section 3, a seven (7) member interim board, comprised of two (2) members from the current NSD School Board and five (5) members from the current SSD School Board, shall serve until the board members elected in the 2015 annual school elections are duly sworn and authorized to assume their duties. There shall be no elections for school board members at the 2014 annual school election.

9. Petition. If the proposed merger of annexation is approved, the attached petition of annexation shall be approved by both the Norphlet School Board and the Smackover School Board and submitted to the State Board of Education no later than April 7, 2014.

10. School Choice/Student Transfer. It is the intent of this agreement that all students eligible for school choice under applicable law may exercise school choice option.

11. Entire Agreement. This Agreement along with Attachment A represents the entire proposal of annexation and no other terms or conditions or a proposed merger are contemplated or approved by the SSD at this time. This action is necessary to protect the integrity of the new SNSD and thus seek to avoid, as much as possible, fiscal distress, academic distress, facilities distress and violations of Arkansas

Standards for Accreditation or other state or federal accountability laws, and maintain a standard of education and accountability desired by the new SNSD.

12. Counterparts. This agreement may be executed simultaneously in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

13. Applicable Law. The annexation shall be effective in accordance with the laws of the State of Arkansas and the rules of the Arkansas State Board of Education.

IN WITNESS WHEREOF, the undersigned parties have executed this agreement on the 11 day of November, 2014.

Norphlet School District of Union County, Arkansas

By: _____
President, Board of Directors

By: Wendy Walker
Secretary, Board of Directors

Smackover School District of Union County, Arkansas

By: _____
President, Board of Directors

By: Lynn Buchfield
Secretary, Board of Directors

LAW OFFICE
EUGENE D. BRAMBLETT
ATTORNEY AT LAW
146 Washington Street
Post Office Box 917
Camden, Arkansas 71711-0917

gbramblett@sbcglobal.net

Telephone: (870) 836-4222 **Fax: (870) 836-4442**

VIA E-MAIL jeremy.lasiter@arkansas.gov
& FIRST CLASS MAIL

April 17, 2014

Mr. Jeremy C. Lasiter, General Counsel
Arkansas Dept. of Education
Four Capitol Mall, Room 404-A
Little Rock, AR 72201

Re: In the Matter of the Annexation of the Norphlet School District of Union County into the Smackover School District of Union County

Dear Jeremy:

I will represent the Smackover and Norphlet School Districts at the hearing on May 8, 2014 on the matter of the voluntary annexation petition filed with the Arkansas Department of Education by the school districts.

I will make the initial presentation on behalf of the school districts. Mr. Dave Wilcox, superintendent of the Smackover School District, and Dr. Albert Snow, superintendent of the Norphlet School District, will be available to answer questions from the board and make additional comments if necessary and if time permits.

I am submitting to the Board for their consideration at the hearing the written material described below:

1) Map showing the boundary lines of the Smackover and Norphlet School Districts and their contiguous districts. (The map is being submitted in pdf form by e-mail only.)

2) Schedule showing distance between campus.

3) 2013-2014 demographic information.

4) Standardized achievement test scores with the source information from the Arkansas Department of Education attached thereto.

5) Stem education proposal for Norphlet Junior High School (grades 6-8).

6) Smackover – Norphlet merger proposal provided to patrons, staff and students prior to the community meeting held in Norphlet on February 24, 2014.

7) Smackover – Norphlet merger proposal provided to patrons, staff and students prior to the community meeting held in Smackover on March 17, 2014.

Please let me know if you have any questions.

Sincerely,

Eugene D. Bramblett

EDB/tr

Enclosures

cc: Dr. Albert Snow (via e-mail)
Mr. Dave Wilcox (via e-mail)

Distance Between Campus
(Source: Google Maps)

Norphlet Elementary School
301 McMillian
Norphlet, AR 71759

Norphlet High School
600 School
Norphlet, AR 71759

Campus	Grade Levels Served	Address	Distance to Norphlet Elementary School	Distance to Norphlet High School
Hugh Goodwin Elementary School	K-4	201 East 5th Street El Dorado, AR 71730	7.2 miles	
Northwest Elementary School	K-4	1600 North College El Dorado, AR 71730	7.2 miles	
Retta Brown Elementary School	K-4	505 Dixie El Dorado, AR 71730	9.0 miles	
Washington Middle School	5-6	601 Martin Luther King Jr. El Dorado, AR 71730	9.4 miles	
Barton Junior High School	7-8	400 West Faulkner El Dorado, AR 71730		8.1 miles
El Dorado High School	9-12	2000 Wildcat Drive El Dorado, AR 71730		14.3 miles
Hampton Elementary School	K-6	485 East Main Hampton, AR 71744	23.6 miles	
Hampton High School	7-12	455 East Main Hampton, AR 71744		23.6 miles
Smackover Elementary School	K-6	701 Magnolia Smackover, AR 71762	6.6 miles	
Smackover High School	7-12	#1 Buckaroo Lane Smackover, AR 71762		7.1 miles

2013-2014 Demographic Information
(Source: ADE Data Center)

	El Dorado SD		Hampton SD		Norphlet SD		Smackover SD	
Total Enrollment	4460		514		389		828	
	Actual	**Percentage**	**Actual**	**Percentage**	**Actual**	**Percentage**	**Actual**	**Percentage**
2 or More Races	101	2.3%	0	0%	0	0%	3	.004%
Asian	49	.01%	0	0%	2	.005%	6	.007%
Black	2256	50.6%	142	27.6%	74	19%	170	20.5%
Hispanic	302	.007%	25	.05%	8	.02%	21	.025%
Native American/ Native Alaskan	4	.0009%	2	.004%	2	.005%	3	.004%
Native Hawaiian/ Pacific Islander	0	0%	0	0%	1	.003%	0	0%
White	1804	40.4%	345	67.1%	302	77.6%	625	75.5%
Free and Reduced Lunch	2830	63.5%	373	72.6%	219	56.3%	426	51.4%

Standardized Achievement Test Scores

	2013 Literacy	2013 Math	
El Dorado School District	77.91	72.12	
Hampton School District	64.39	61.72	
Norphlet School District	75.73	62.87	
Smackover School District	79.45	78.08	
Campus	**Grade Levels Served**	**2013 Literacy**	**2013 Math**
Norphlet Elementary School	K-6	70.10	68.37
Norphlet High School	7-12	80.73	57.69
Campus	**Grade Levels Served**	**2013 Literacy**	**2013 Math**
Hampton Elementary School	K-6	64.05	68.63
Smackover Elementary School	K-6	86.43	88.37
Hugh Goodwin Elementary School (El Dorado School District)	K-4	88.24	90.37
Northwest Elementary School (El Dorado School District)	K-4	84.78	84.78
Retta Brown Elementary School (El Dorado School District)	K-4	54.17	54.17
Yocum Elementary School (El Dorado School District)	K-4	75.24	71.90
Washington Middle School (El Dorado School District)	5-6	79.07	75.75
Barton Junior High School (El Dorado School District)	7-8	80.74	71.43
El Dorado High School	9-12	67.91	53.23
Hampton High School	7-12	64.86	54.67
Smackover High School	7-12	69.14	67.94

District:EL DORADO SCHOOL DISTRICT **Superintendent:ROBERT WATSON**
School:EL DORADO SCHOOL DISTRICT Principal:
LEA:7001000 Grades:K-12
Address:200 WEST OAK STREET Enrollment:4474
EL DORADO, AR 71730 Attendance (3 QTR AVG):95.51
Phone:870-864-5001 Poverty Rate:63.23

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	2355	2378	99.03	2494	2525	98.77
Targeted Achievement Gap Group	1523	1544	98.64	1648	1674	98.45
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	1182	1197	98.75	1274	1292	98.61
Hispanic	138	140	98.57	151	154	98.05
White	972	977	99.49	996	1004	99.20
Economically Disadvantaged	1495	1516	98.61	1618	1644	98.42
English Language Learners	82	83	98.80	88	89	98.88
Students with Disabilities	142	147	96.60	154	162	95.06

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1781	2286	77.91	79.27	91.00	1211	1541	78.59	82.13	93.00
Targeted Achievement Gap Group	1017	1475	68.95	70.86	91.00	707	989	71.49	75.45	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	5387	6909	77.97	79.27	91.00	3838	4747	80.85	82.13	93.00
Targeted Achievement Gap Group	3031	4401	68.87	70.86	91.00	2249	3052	73.69	75.45	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	767	1148	66.81	69.91		548	792	69.19	74.28	
Hispanic	104	136	76.47	72.23		74	86	86.05	78.68	
White	858	944	90.89	91.04		560	629	89.03	91.97	
Economically Disadvantaged	1004	1447	69.38	71.38		700	976	71.72	75.64	
English Language Learners	47	82	57.32	61.11		42	49	85.71	71.27	
Students with Disabilities	41	137	29.93	43.92		18	70	25.71	46.63	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1736	2407	72.12	79.29	92.00	925	1540	60.06	74.98	81.00
Targeted Achievement Gap Group	1001	1587	63.07	71.72	92.00	499	989	50.46	68.38	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	5693	7723	73.71	79.29	92.00	3045	4750	64.11	74.98	81.00
Targeted Achievement Gap Group	3179	4943	64.31	71.72	92.00	1668	3055	54.60	68.38	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	709	1214	58.40	68.84		372	792	46.97	66.89	
Hispanic	119	148	80.41	82.74		53	86	61.63	73.83	
White	760	882	86.17	91.33		477	628	75.96	85.19	
Economically Disadvantaged	982	1558	63.03	71.78		493	976	50.51	68.47	
English Language Learners	58	87	66.67	76.95		30	49	61.22	71.27	
Students with Disabilities	56	148	37.84	53.99		11	70	15.71	45.69	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	315	385	81.82	85.94	94.00
Targeted Achievement Gap Group	144	196	73.47	80.99	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	823	987	83.38	85.94	94.00
Targeted Achievement Gap Group	396	515	76.89	80.99	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	138	184	75.00	83.98	
Hispanic	13	13	100.00	83.33	
White	157	177	88.70	88.33	
Economically Disadvantaged	135	185	72.97	81.25	
English Language Learners	12	13	92.31	81.48	
Students with Disabilities	14	18	77.78	67.59	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

District:HAMPTON SCHOOL DISTRICT **Superintendent:JIMMY CUNNINGHAM**
School:HAMPTON SCHOOL DISTRICT Principal:
LEA:0701000 Grades:K-12
Address:P.O. BOX 1176 Enrollment:529
HAMPTON, AR 71744 Attendance (3 QTR AVG):96.02
Phone:870-798-2229 Poverty Rate:72.78

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	281	281	100.00	322	324	99.38
Targeted Achievement Gap Group	216	216	100.00	253	255	99.22
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	75	75	100.00	85	87	97.70
Hispanic	16	16	100.00	24	24	100.00
White	188	188	100.00	211	211	100.00
Economically Disadvantaged	211	211	100.00	248	250	99.20
English Language Learners				11	11	100.00
Students with Disabilities	30	30	100.00	32	33	96.97

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	170	264	64.39	67.64	91.00	102	178	57.30	69.93	93.00
Targeted Achievement Gap Group	112	199	56.28	61.63	91.00	69	137	50.36	65.23	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	540	826	65.38	67.64	91.00	372	564	65.96	69.93	93.00
Targeted Achievement Gap Group	341	589	57.89	61.63	91.00	242	409	59.17	65.23	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	31	69	44.93	56.14		21	47	44.68	59.88	
Hispanic	6	16	37.50	58.33		6	10	60.00	52.38	
White	131	177	74.01	72.36		73	119	61.34	74.56	
Economically Disadvantaged	111	195	56.92	62.39		69	134	51.49	66.05	
English Language Learners				16.67					16.67	
Students with Disabilities	4	26	15.38	28.58		0	15	0.00	23.92	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	187	303	61.72	76.04	92.00	88	178	49.44	66.07	81.00
Targeted Achievement Gap Group	134	235	57.02	70.59	92.00	61	137	44.53	60.43	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	610	911	66.96	76.04	92.00	318	564	56.38	66.07	81.00
Targeted Achievement Gap Group	404	662	61.03	70.59	92.00	209	409	51.10	60.43	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	33	80	41.25	62.13		17	47	36.17	56.79	
Hispanic	14	24	58.33	67.95		8	10	80.00	52.38	
White	129	185	69.73	81.95		61	119	51.26	70.10	
Economically Disadvantaged	132	230	57.39	71.58		61	134	45.52	61.73	
English Language Learners	4	11	36.36	58.33					44.44	
Students with Disabilities	14	30	46.67	36.87		3	15	20.00	23.92	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	44	54	81.48	91.08	94.00
Targeted Achievement Gap Group	21	28	75.00	87.66	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	147	175	84.00	91.08	94.00
Targeted Achievement Gap Group	73	93	78.49	87.66	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	8	12	66.67	86.11	
Hispanic				100.00	
White	34	40	85.00	92.25	
Economically Disadvantaged	20	25	80.00	86.67	
English Language Learners				100.00	
Students with Disabilities				100.00	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

District:NORPHLET SCHOOL DISTRICT **Superintendent:ALBERT SNOW**
School:NORPHLET SCHOOL DISTRICT Principal:
LEA:7006000 Grades:K-12
Address:600 School Street Enrollment:412
Norphlet, AR 71759 Attendance (3 QTR AVG):94.69
Phone:870-546-2781 Poverty Rate:56.55

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	216	217	99.54	215	218	98.62
Targeted Achievement Gap Group	122	123	99.19	122	125	97.60
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	48	48	100.00	47	48	97.92
Hispanic						
White	161	162	99.38	160	162	98.77
Economically Disadvantaged	114	115	99.13	113	116	97.41
English Language Learners						
Students with Disabilities	22	22	100.00	23	23	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	156	206	75.73	68.16	91.00	94	139	67.63	59.46	93.00
Targeted Achievement Gap Group	81	118	68.64	58.73	91.00	49	81	60.49	47.49	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	466	662	70.39	68.16	91.00	290	451	64.30	59.46	93.00
Targeted Achievement Gap Group	226	363	62.26	58.73	91.00	141	249	56.63	47.49	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	26	42	61.90	48.87		14	28	50.00	43.55	
Hispanic				100.00					100.00	
White	125	157	79.62	72.73		78	108	72.22	63.36	
Economically Disadvantaged	80	111	72.07	60.07		48	75	64.00	47.92	
English Language Learners										
Students with Disabilities	4	21	19.05	35.72		3	17	17.65	36.67	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	127	202	62.87	75.98	92.00	72	139	51.80	69.59	81.00
Targeted Achievement Gap Group	68	118	57.63	70.55	92.00	33	81	40.74	61.18	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	474	679	69.81	75.98	92.00	263	451	58.31	69.59	81.00
Targeted Achievement Gap Group	232	370	62.70	70.55	92.00	120	249	48.19	61.18	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	17	40	42.50	58.33		7	28	25.00	54.30	
Hispanic				100.00					100.00	
White	99	146	67.81	80.25		63	108	58.33	73.42	
Economically Disadvantaged	65	110	59.09	71.70		33	75	44.00	62.24	
English Language Learners										
Students with Disabilities	5	22	22.73	38.73		0	17	0.00	36.67	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	20	26	76.92	83.33	94.00
Targeted Achievement Gap Group	7	11	63.64	83.33	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	76	100	76.00	83.33	94.00
Targeted Achievement Gap Group	25	37	67.57	83.33	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				47.92	
Hispanic					
White	16	20	80.00	100.00	
Economically Disadvantaged	7	10	70.00	76.19	
English Language Learners					
Students with Disabilities				100.00	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

District:SMACKOVER SCHOOL DISTRICT **Superintendent:DON SMELTZER**
School:SMACKOVER SCHOOL DISTRICT Principal:
LEA:7008000 Grades:K-12
Address:112 E. Eighth St Enrollment:806
Smackover, AR 71762 Attendance (3 QTR AVG):96.13
Phone:870-725-3132 Poverty Rate:50.37

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	454	456	99.56	541	546	99.08
Targeted Achievement Gap Group	234	235	99.57	267	269	99.26
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	90	91	98.90	107	107	100.00
Hispanic	12	12	100.00	14	14	100.00
White	347	348	99.71	407	412	98.79
Economically Disadvantaged	227	227	100.00	261	262	99.62
English Language Learners	10	10	100.00	11	11	100.00
Students with Disabilities	35	36	97.22	37	38	97.37

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	344	433	79.45	76.68	91.00	233	292	79.79	76.11	93.00
Targeted Achievement Gap Group	156	225	69.33	66.89	91.00	101	145	69.66	66.78	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	985	1299	75.83	76.68	91.00	675	878	76.88	76.11	93.00
Targeted Achievement Gap Group	416	655	63.51	66.89	91.00	277	428	64.72	66.78	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	59	86	68.60	62.58		41	56	73.21	61.75	
Hispanic	8	12	66.67	66.67					72.23	
White	273	331	82.48	81.43		182	225	80.89	79.80	
Economically Disadvantaged	154	218	70.64	68.41		101	142	71.13	67.73	
English Language Learners	6	10	60.00	44.44					58.33	
Students with Disabilities	6	34	17.65	32.02		1	20	5.00	34.78	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	406	520	78.08	78.82	92.00	203	292	69.52	74.44	81.00
Targeted Achievement Gap Group	173	258	67.05	69.73	92.00	82	145	56.55	65.65	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1115	1482	75.24	78.82	92.00	586	878	66.74	74.44	81.00
Targeted Achievement Gap Group	457	722	63.30	69.73	92.00	230	428	53.74	65.65	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	62	101	61.39	57.92		27	56	48.21	52.18	
Hispanic	9	14	64.29	81.48					72.23	
White	295	365	80.82	84.30		168	225	74.67	80.16	
Economically Disadvantaged	170	252	67.46	70.48		81	142	57.04	66.55	
English Language Learners	6	11	54.55	72.23					58.33	
Students with Disabilities	13	36	36.11	41.18		5	20	25.00	34.78	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	68	73	93.15	81.22	94.00
Targeted Achievement Gap Group	30	34	88.24	73.96	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	183	215	85.12	81.22	94.00
Targeted Achievement Gap Group	76	95	80.00	73.96	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	20	21	95.24	92.43	
Hispanic				100.00	
White	42	46	91.30	74.08	
Economically Disadvantaged	25	29	86.21	72.23	
English Language Learners					
Students with Disabilities				86.11	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

What could STEM education look like at Norphlet Junior High School?

PROJECT LEAD THE WAY
PLTW

Junior high school is the perfect time for students to explore and learn there is more than one way to reach a solution. PLTW's Gateway program provides engineering and biomedical science curriculum for middle school students that challenges, inspires, and offers schools variety and flexibility.

Students get rigorous and relevant experiences through activity-, project-, and problem-based learning. They use industry-leading technology to solve problems while gaining skills in communication, collaboration, critical-thinking, and creativity.

Through topics like robotics, flight and space, and DNA and crime scene analysis, students find their natural curiosity and imagination engaged in creative problem solving. PLTW's Gateway program is a strong foundation for further STEM learning in high school and beyond, challenging students to solve real-world challenges, such as cleaning oil spills and designing sustainable housing solutions.

Using the same advanced software and tools as those used by the world's leading companies, students learn how to apply math, science, technology, and engineering to their everyday lives.

All students would enroll in the following foundation courses:

- Design and Modeling
- Automotion and Robotics

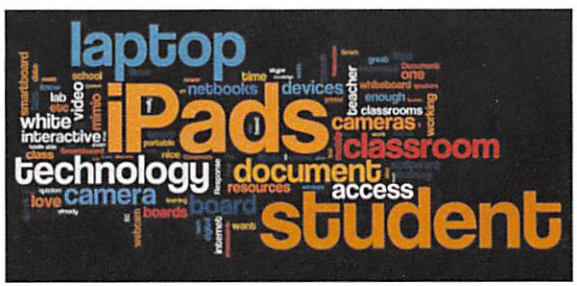
Additional elective courses would be offered from the following options*:

- Flight and Space
- The Magic of Electrons
- Energy and the Environment
- Science of Technology
- Green Architecture
- Medical Detectives

* Each course is one semester. Minimally two additional elective courses would be offered after the first year.

TECHNOLOGY IN THE CLASSROOM

- Every classroom would be equipped with a teacher computer (laptop), an LCD projector, and a document camera.
- Every core classroom would have a mobile device cart (iPad, Chromebook, Surface Tablet, etc.) which would allow for 1:1 device access appropriate to the subject area being taught.
- The campus would become a Google School. All students and teachers would receive a district Google Apps account which includes access to Email, Calendar, Sites, and Drive.
- Students would be allowed to bring their own mobile devices in accordance with the BYOD Handbook.
- The network infrastructure would be upgraded to support the necessary bandwidth for BYOD and 1:1 initiative.



What is STEM Education?

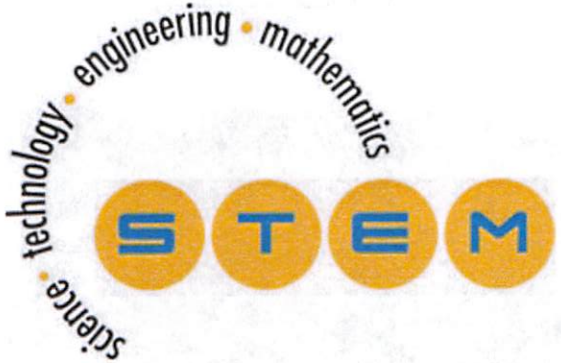
STEM is an acronym:

- S = Science
- T = Technology
- E = Engineering
- M = Mathematics

STEM education is more than just science, technology, engineering or mathematics; it is an interdisciplinary and applied approach that is coupled with real-world, problem-based learning. This bridging among the four discrete disciplines is now known as STEM.

Why is STEM education important?

Science, technology, engineering, and mathematics (STEM) education is vital to our economic future. STEM occupations are projected to grow much faster than others. In fact, 15 of the 20 fastest growing jobs require a strong back-ground in mathematics and science.



FIRST® LEGO® League

As part of Norphlet Junior High STEM Academy's gifted and talented program, students could participate in the FIRST LEGO League.

What is FIRST LEGO League?

FIRST® LEGO® League (FLL®) introduces young people, ages 9 to 14 , to the fun and excitement of science and technology while building self-confidence, knowledge, and valuable career and life skills.

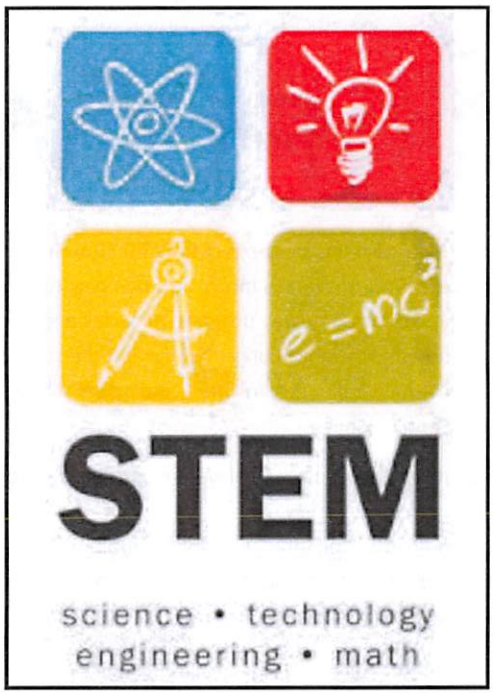
FLL Teams

- *Apply* math and science concepts to research, design, build, and program autonomous robots
- *Use* LEGO MINDSTORMS® technologies
- *Gain* hands-on experience solving real-world problems
- *Learn* from and interact with adult Mentors
- *Work* as a group to overcome obstacles and meet challenges

Exciting Tournament Experience

- *Opportunity* to participate in qualifying events and tournaments
- *Culmination* of 8 weeks of teamwork and mentoring
- *Teams compete* with their peers in high energy, sports-like events
- *Teams present* their solutions to a panel of judges
- *Team awards* presented include research & presentation, mechanical design, robot performance, and teamwork

Imagine the possibilities...



Norphlet Junior High STEM Academy

Smackover-Norphlet Merger Proposal

2014-2015 Highlights

- Name of District: Smackover-Norphlet School District
- K-12 schools will operate at both sites with school names and mascots remaining the same for one year.
- Norphlet students will be eligible to participate on Smackover teams in extra-curricular activities not currently offered at Norphlet. (For example: Football, Basketball, Track, Baseball, Softball, Tennis, Golf, Cheer, Band, and Shooting Sports)

Any changes in school mascots or color beyond the 2014-2015 school year will be determined by the future Board of Directors.

Employee Information

- Norphlet personnel would be offered benefits and salary schedule at the same scale as Smackover personnel.
- No reduction in force would take place during the 2014-2015 school year.
- Norphlet employees would maintain their years of experience in the district 90 days after the merge.
- Both schools would share some services and personnel.

Looking to the future....

Planning teams consisting of community members, teachers, and staff from both campuses and communities would be formed to work with administration to plan for future school years. Future plans ***COULD*** *include the following:*

- Norphlet Elementary School (K through 5th grade) AND Smackover Elementary School (K through 5th grade)
- Norphlet Junior High School STEM Academy (6th through 8th grade)
- Smackover High School (9th through 12th grade)

Preschool

- Currently the Smackover Preschool operates baby and toddler class-rooms which are paying programs.
- Smackover Preschool also has four 3 and 4 year old student classrooms with 60 ABC qualifying slots and 20 paid slots.
- The merged district could take over the current Norphlet Preschool program and consider expanding it to include paying slots and the possible addition of a baby/toddler classroom.

Technology Upgrades (fully implemented by 2015-2016)

- K-2 classrooms: iPad minis in student centers in every classroom
- 3-5 classrooms: Chromebook carts in every classroom for 1:1 device access
- 6-12 core classrooms: Mobile device cart (iPad, Chromebook, Surface Tablet, etc.) which would allow for 1:1 device access appropriate to the subject area
- Teacher computer, LCD projector, and a document camera in every classroom
- All campuses would become Google Schools. All students and teachers would receive a district Google Apps account which includes access to Email, Calendar, Sites, and Drive.
- The network infrastructure would be upgraded to support the necessary bandwidth .

In order for this proposal to go into effect, both school boards must pass a resolution AND the State Board of Education must approve our petition.

Frequently Asked Questions

What happens to the current Board of Directors?

An interim board of directors would be formed. The interim board would consist of seven members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation.

(Legal Reference: 6-13-1416.d)

How will Norphlet's remaining fund balance be spent?

Unless otherwise approved by a **unanimous** vote of the board of directors of the resulting district, the fund balance of any school district that is consolidated, annexed, or otherwise reorganized shall be used by the resulting district solely for the construction of facilities or the operation, maintenance, or support of the schools that were located in the affected school district from which the fund balance was derived if any of the facilities of the affected district from which the fund balance was derived remain open.

(Legal Reference: 6-13-1411)

How much incentive funding will the new school district receive from the state? How will these funds be used?

The new school district would receive unrestricted funding in the approximate amount of $1,917,900 the first year and $958,950 the second year for a total of $2,876,850.

How the incentive funding is spent would be determined by the board of directors and administration of the new school district.

How will teaching/classified/ administrative positions be assigned?

Employees would be able to request the campus, grade, and subject area assignment.

Employees would be assigned jobs based on their certifications and the needs of the district.

Can my child voluntarily attend school on a different campus for the 2014-2015 school year?

This is a policy decision which would be determined by the interim board of directors.

The current district administration would recommend a policy allowing students to attend a different campus provided that space and personnel are available on the receiving campus.

What opportunities are available for 9th through 12th grade students on the Smackover High School campus?

High School Career and Technical Education Programs of Study

- ⇒ Sports Medicine
- ⇒ Power, Technical, and Structural Systems (Agricultural)
- ⇒ Horticulture (Agriculture)
- ⇒ Child Care Guidance, Management, and Services
- ⇒ Family and Consumer Science
- ⇒ Digital Communications
- ⇒ Finance
- ⇒ Agreement with SouthArk Community College (SACC) for Juniors and Seniors to take classes related to Welding, Automotive Technology, Cosmetology, Medical Professions, and more.

Additional High School Course Offerings

- ⇒ Spanish I, II, III, IV
- ⇒ French I, II
- ⇒ Instrumental Music I, II, III, IV
- ⇒ Vocal Music I, II, III, IV
- ⇒ Art I, II, III, IV
- ⇒ AP English Language (Concurrent credit agreement with SACC for 3 hours of college credit)
- ⇒ AP English Literature (Concurrent credit agreement with SACC for 3 hours of college credit)
- ⇒ AP Calculus AB
- ⇒ AP Statistics
- ⇒ AP US History
- ⇒ College Algebra

Smackover-Norphlet Merger Proposal

2014-2015 Highlights

- Name of District: Smackover-Norphlet School District
- K-12 schools will operate at both sites with school names and mascots remaining the same for one year.

Any changes in school mascots or color beyond the 2014-2015 school year will be determined by the future Board of Directors.

Employee Information

- No reduction in force would take place during the 2014-2015 school year.
- Both schools would share some services and personnel.
- Employees would be able to request the campus, grade, and subject area assignment.
- Employees would be assigned jobs based on their certifications and the needs of the district.

Looking to the future….

Planning teams consisting of community members, teachers, and staff from both campuses and communities would be formed to work with administration to plan for future school years. Future plans ***COULD*** *include the following:*

- Smackover Elementary School (K through 5th grade) AND NorphletElementary School (K through 5th grade)
- Norphlet Junior High School STEM Academy (6th through 8th grade)
- Smackover High School (9th through 12th grade)

Technology Upgrades (fully implemented by 2015-2016)

- K-2 classrooms: iPad minis in student centers in every classroom
- 3-5 classrooms: Chromebook carts in every classroom for 1:1 device access
- 6-12 core classrooms: Mobile device cart (iPad, Chromebook, Surface Tablet, etc.) which would allow for 1:1 device access appropriate to the subject area
- Teacher computer, LCD projector, and a document camera in every classroom
- All campuses would become Google Schools. All students and teachers would receive a district Google Apps account which includes access to Email, Calendar, Sites, and Drive.
- The network infrastructure would be upgraded to support the necessary bandwidth .

In order for this proposal to go into effect, both school boards must pass a resolution ***AND*** *the State Board of Education must approve our petition.*

Frequently Asked Questions

What happens to the current Board of Directors?

An interim board of directors would be formed. The interim board would consist of seven members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation.

(Legal Reference: 6-13-1416.d)

How is this merger good for the Smackover School District?

- Campuses with students of similar age (especially for 6th through 8th grade students)
- Ability to offer more programs, including a junior high school STEM academy
- Maintain a small school feel while increasing opportunities for students
- Room for growth on each campus
- Increased accessibility to resources for all campuses
- Maintain a school presence in both communities

What is the enrollment in the Smackover School District?

2009-10: 898
2010-11: 857
2011-12: 822
2012-13: 806
2013-14: 828

Over the last five years, the Smackover School District has lost 70 students.

Can my child voluntarily attend school on a different campus for the 2014-2015 school year?

This is a policy decision which would be determined by the interim board of directors.

The current district administration would recommend a policy allowing students to attend a different campus provided that space and personnel are available on the receiving campus.

How long will my child ride on a bus daily?

The District will make every effort to minimize the amount of time students spend traveling on a bus.

It currently takes less than ten minutes to travel between the Smackover School District and the Norphlet School District.

What is STEM Education?

S = Science

T = Technology

E = Engineering

M = Mathematics

STEM education is more than just science, technology, engineering, or mathematics; it is an interdisciplinary and applied approach that is coupled with real-world, problem-based learning. This bridging among the four discrete disciplines is now known as STEM.

What opportunities are available for 6th through 8th grade students at the Norphlet Junior High School STEM Academy campus during the 2015-2016 school year?

All students would enroll in the following STEM foundation courses while enrolled:

⇒ Design and Modeling
⇒ Automotion and Robotics

Additional STEM elective courses would be offered from the following options:

⇒ Flight and Space
⇒ The Magic of Electrons
⇒ Energy and the Environment
⇒ Science of Technology
⇒ Green Architecture
⇒ Medical Detectives

*Each course is one semester. Minimally two additional electives would be offered after the first year.

Additional Junior High School Course Offerings

⇒ Art
⇒ Vocal Music
⇒ Instrumental Music
⇒ Physical Education
⇒ Health
⇒ Athletics
⇒ Keyboarding
⇒ Career Orientation

FINANCIAL INFORMATION

Arkansas Department of Education

Fund Balance Data

Select School Districts:
7008000 - SMACKOVER SCHOOL DISTRICT
7006000 - NORPHLET SCHOOL DISTRICT

	7008000 - SMACKOVER SCHOOL DISTRICT				
	08-09	09-10	10-11	11-12	12-13
ADM (3 Qtr)	861.57	897.38	851.26	819.36	807.25
Total Assessment	69,691,711	72,770,187	76,580,465	77,680,726	81,429,470
Total Expenditures	$ 9,911,173	$ 8,557,442	$ 8,492,020	$ 8,374,098	$ 8,598,683
Per Pupil Expenditures	$ 8,179	$ 8,292	$ 8,774	$ 9,110	$ 9,313
Total Mills	41.00	41.00	41.00	41.00	41.00
Total Debt	$ 5,620,000	$ 5,475,000	$ 5,325,000	$ 5,720,000	$ 5,713,725
Non-Federal Certified FTEs	74.36	72.40	72.35	71.85	71.57
Avg Teacher Salary (Non-Federal	$ 43,184	$ 42,794	$ 43,195	$ 42,446	$ 44,158
Mileage From This District To:	Norphlet: 6.3 miles				

	7006000 - NORPHLET SCHOOL DISTRICT				
	08-09	09-10	10-11	11-12	12-13
ADM (3 Qtr)	440.90	425.85	411.13	413.65	405.05
Total Assessment	35,106,580	40,476,628	40,574,276	42,247,615	43,252,819
Total Expenditures	$ 4,191,820	$ 4,893,518	$ 5,376,562	$ 4,552,705	$ 3,947,716
Per Pupil Expenditures	$ 8,590	$ 9,937	$ 10,120	$ 9,948	$ 9,415
Total Mills	37.00	42.00	42.00	42.00	42.00
Total Debt	$ 3,405,000	$ 3,405,000	$ 3,415,760	$ 3,330,608	$ 3,485,456
Non-Federal Certified FTEs	43.85	42.76	41.01	44.64	37.90
Avg Teacher Salary (Non-Federal	$ 40,950	$ 42,180	$ 42,076	$ 41,830	$ 42,648
Mileage From This District To:	Smackover: 6.3 miles				

Distances according to Google Maps (2014)

Annual Statistical Report 2012/2013

County: UNION | NORPHLET SCHOOL DISTRICT | LEA: 7006000

	2012/2013 Actual	2013/2014 Budget
1 Area in Square Miles	51	
2 ADA	380	
3 ADA Pct Change over 5 Years	-18%	
4 4 Qtr ADM	402	
5 Prior Year 3 Qtr ADM	414	
6 Assessment	43,252,819	
7 M&O Mills	25.00	
8 URT Mills	25.00	
9 M&O Mills in Excess of URT	0.00	
10 Dedicated M&O Mills	0.00	
11 Debt Service Mills	17.00	
12 Total Mills	42.00	
13 Total Debt Bond/Non Bond	3,485,456	
State and Local Revenue		
14 Property Tax Receipts (Incl URT)	1,679,950	1,647,777
15 Other Local Receipts	288,666	204,750
16 Revenue From Interm Srcs	42,692	30,000
17.1 Foundation Funding (Excl URT)	1,533,918	1,500,192
17.2 98% of URT X Assessment less Net Revenues	6,510	0
18 Student Growth Funding	0	0
19 Declining Enrollment Funding	0	27,490
20 Consolidation Incentive/Assistance	0	0
21 Isolated Funding	0	0
22 Supplemental Millage Incent. Funds	5,344	3,563
23 Other Unrestricted State Funding	0	0
24 Total Unrestricted Revenue from State and Local Sources	**3,557,081**	**3,413,772**
Restricted Revenue from State Sources:		
25 Adult Education	0	0
Regular Education:		
26 Professional Development	17,948	18,004
27 Other Regular Education	3,377	4,200
Special Education:		
28 Gifted And Talented	637	0
29 Alt. Learning Environment (ALE)	13,318	0
30 English Language Learner (ELL)	0	0
31 National School Lunch State Categorical Funds (NSL)	111,672	120,461
32 Other Special Education	15,846	16,000
33 Career Education	11,375	11,375
34 School Food Service	1,357	1,000
35 Educational Service Cooperatives	0	0
36 Early Childhood Programs	0	0
37 Magnet School Programs	0	0
38 Other Non-Instructional Program Aid	19,196	10,931
39 Total Restricted Revenue from State Sources	**194,726**	**181,971**
40 Total Restricted Revenue from Federal Sources	**439,851**	**425,355**
Other Sources of Funds:		
41 Financing Sources	0	0
42 Balances Consol/Annexed District	0	0
43 Indirect Cost Reimbursement	0	0
44 Gains & Losses - Sale Fixed Assets	0	0
45 Compensation - Loss Of Fixed Assets	17,675	0
46 Other	0	0
47 Total Other Sources of Funds	**17,675**	**0**
48 Total Revenue and Other Sources of Funds from All Sources	**4,209,332**	**4,021,098**

	2012/2013 Actual	2013/2014 Budget
CURRENT EXPENDITURES		
Instruction:		
49 Regular Instruction	1,720,750	1,729,429
50 Special Education	245,219	270,392
51 Career Education	119,394	128,142
52 Adult Education	0	0
53 Compensatory Education	112,011	146,859
54 Other	33,942	40,634
55 Total Instruction	**2,231,315**	**2,315,456**
District Level Support:		
56 General Administration	207,687	212,188
57 Central Services	155,474	163,556
58 Maintenance & Operations Of Plant	375,931	438,126
59 Student Transportation	138,163	117,770
60 Othr District Level Support Service	14,394	11,004
61 Total District Support Services	**891,650**	**942,644**
School Level Support:		
62 Student Support Services	159,385	149,417
63 Instructional Staff Support Service	227,467	273,310
64 School Administration	173,117	174,615
65 Total District Support Services	**559,970**	**597,342**
Non-Instructional Services:		
66 Food Service Operations	174,184	180,509
67 Other Enterprise Operations	0	0
68 Community Operations	0	4,095
69 Other Non-Instructional Services	0	0
70 Total Non-Instructional Services	**174,184**	**184,604**
71 Facilities Acquisition And Const.	5,725	183,592
72 Debt Service	84,873	109,689
75 Other Non-Programmed Costs	0	0
76 Total Expenditures	**3,947,716**	**4,333,326**
77 Less: Capital Expenditures	(18,642)	-202,652
78 Less: Debt Service	(84,873)	-109,689
79 Total Current Expenditures	**3,844,201**	**4,020,986**
80 Exclusions from Current Expenditures	(268,820)	-187,795
81 Net Current Expenditures	**3,575,381**	**3,833,191**
82 Per Pupil Expenditures	9,415	
83 Personnel - Non-Federal Licensed Classroom FTEs	34.81	
83.5 Total Salary - Non-Federal Licensed Classroom FTEs	1,384,459	
84 Avg Salary - Non-Federal Licensed Classroom FTEs	39,772	
85 Personnel - Non-Federal Licensed FTEs	37.90	
85.5 Total Salary - Non-Federal Licensed FTEs	1,616,361	
86 Avg Salary - Non-Federal Licensed FTEs	42,648	
87.1 Legal Balance (funds 1-2-4)	1,042,351	852,058
87.2 Categorical Fund Balance	10,467	0
87.3 Deposits With Paying Agents (QZAB)	0	0
87.4 Net Legal Bal (Excl Cat & QZAB)	1,031,884	852,058
88 Building Fund Balance (fund 3)	136,651	1
89 Capital Outlay Balance/Dedicated M&O (fund 5)	86	86

LEA: 7006
County: UNION
District: NORPHLET

Final
State Aid Notice 2012-13
August 30, 2013

Refer to Commissioner's Memo Number FIN-14-019 for additional information

DATA

1.	2011 Real Assessment	$	32,826,340	14.	Per-Student Revenue	$	2,558.75
2.	2011 Personal Assessment	$	7,188,112	15.	Per-Student Foundation Funding Amount	$	6,267.00
3.	2011 Utility Assessment	$	2,233,163	16.	Per-Student State Foundation Funding Aid	$	3,708.25
4.	2011 Total Assessment	$	42,247,615	17.	PY ALE FTEs (Qtrs. 1-4)		3.15
5.	98% of URT X Assessment	$	1,035,067	18.	CY English Language Learner Students		0
6.	Net Revenues	$	1,028,556	19.	PY NSL Students (Free and Reduced)		216
7.	Five-Year Avg. Misc. Funds[1]	$	23,360	20.	Professional Development Funding Rate	$	43.39
8.	2010-11 ADM (Qtrs. 1-3 Avg.)		411.13	21.	Adjusted 1/1/05 Scheduled Debt Payment	$	177,871.50
9.	2011-12 ADM (Qtrs. 1-3 Avg.)		413.65	22.	Bonded Debt Assistance Funding Factor	$	18.03
10.	2012-13 ADM for SGF (Qtr. 1)		411.25	23.	State Wealth Index		0.30998
11.	2012-13 ADM for SGF (Qtr. 2)		404.43	24.	PY ADM of Isolated School Area		0.00
12.	2012-13 ADM for SGF (Qtr. 3)		399.66	25.	Isolated Funding Amount	$	0
13.	2012-13 ADM for SGF (Qtr. 4)		395.32				

FUNDING

	Funding Category		Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
26.	State Foundation Funding Aid ($6,267)	$	1,533,918	6-20-2303, 6-20-2305	No	31101	2001
27.	Educational Excellence Trust[2] – R	$	157,634	6-5-301 et seq.	Yes		
28.	Alternative Learning Environment ($4,228) – R	$	13,318	6-20-2303, 6-20-2305	Yes	32370	275
29.	English Language Learners ($305) – R	$	0	6-20-2303, 6-20-2305	Yes	32371	276
30.	NSL State Categorical[3] ($517/$1,033/$1,549) - R	$	111,672	6-20-2303, 6-20-2305	Yes	32381	281
31.	NSL Transitional Funding[3] (Rate Varies) – R	$	0	6-20-2305	Yes	32381	281
32.	NSL Growth Funding[3] – R	$	0	6-20-2305	Yes	32381	281
33.	Professional Development Funding ($43.39) – R	$	17,948	6-20-2303, 6-20-2305	Yes	32256	223
34.	Bonded Debt Assistance ($18.03) – R	$	9,734	6-20-2503	Yes	32915	001
35.	State Financial Assistance – GFF – R	$	3,737	6-20-2503	No	32912	392
36.	State Financial Assistance – SMIF – R	$	5,344	6-20-2503	No	31620	001
37.	Isolated Funding	$	0	6-20-601, 6-20-603	Yes	31500	212
38.	Special Needs Isolated Funding[4]	$	0	6-20-604 (c), (d) & (e)	Yes	31500	212
39.	Special Needs Small District Funding[4]	$	0	6-20-604 (f)	No	32249	2920
40.	Special Needs Isolated Transportation[4]	$	0	6-20-604 (h)	Yes	32248	228
41.	Special Needs Isolated Adequacy	$	0	6-20-2305	No	31500	212
42.	Declining Enrollment Funding[5] – R	$	0	6-20-2305	No	31460	218
43.	Declining Enrollment Adequacy	$	0	6-20-2305	No	31460	218
44.	Student Growth Funding - Qtrs. 1, 2, 3, & 4[6] - R	$	0	6-20-2303 & 2305	No	31450	217
45.	98% of URT X Assessment less Net Revenues[7]	$	6,510	6-20-2303, 6-20-2305	No	31103	2001

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

1) Miscellaneous funds per ACA § 6-20-2303 (11) for categories of miscellaneous funds received equal (average of FY07 through FY11) X (URT/district total mills in effect as of January 1 of the prior FY).
2) Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
3) The combination of NSL state categorical, NSL transitional (plus or minus) and NSL growth funding equals the total net NSL state categorical funding received by a school district.
4) Eligible school districts shall receive special needs isolated, small district, and transportation funding under ACA § 6-20-604 or declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i).
5) No school district shall receive both declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) and student growth funding under ACA § 6-20-2305 (c) (2) or special needs isolated, small district, and transportation funding under ACA § 6-20-604. The initial FY13 state aid notice provides declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) that has not been compared to student growth funding under ACA § 6-20-2305 (c) (2) and/or special needs isolated, small district, and transportation funding. Subsequent FY13 state aid notices will reflect these comparisons.
6) The final determination of FY13 student growth funding will be made in FY14 pursuant to ACA § 6-20-2305.
7) Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts will receive written notification that will include information on how to code the repayment transaction.

Annual Statistical Report 2012/2013

County: UNION | SMACKOVER SCHOOL DISTRICT | LEA: 7008000

	2012/2013 Actual	2013/2014 Budget
1 Area in Square Miles	242	
2 ADA	763	
3 ADA Pct Change over 5 Years	-6%	
4 4 Qtr ADM	806	
5 Prior Year 3 Qtr ADM	819	
6 Assessment	81,429,470	
7 M&O Mills	25.00	
8 URT Mills	25.00	
9 M&O Mills in Excess of URT	0.00	
10 Dedicated M&O Mills	0.00	
11 Debt Service Mills	16.00	
12 Total Mills	41.00	
13 Total Debt Bond/Non Bond	5,713,725	
State and Local Revenue		
14 Property Tax Receipts (Incl URT)	3,012,597	2,777,000
15 Other Local Receipts	648,658	266,210
16 Revenue From Interm Srcs	84,565	78,000
17.1 Foundation Funding (Excl URT)	3,192,004	3,104,255
17.2 98% of URT X Assessment less Net Revenues	24,308	20,000
18 Student Growth Funding	0	0
19 Declining Enrollment Funding	99,959	38,710
20 Consolidation Incentive/Assistance	0	0
21 Isolated Funding	0	0
22 Supplemental Millage Incent. Funds	13,409	8,939
23 Other Unrestricted State Funding	0	0
24 Total Unrestricted Revenue from State and Local Sources	**7,075,500**	**6,293,114**
Restricted Revenue from State Sources:		
25 Adult Education	0	0
Regular Education:		
26 Professional Development	35,552	35,882
27 Other Regular Education	5,139	2,600
Special Education:		
28 Gifted And Talented	460	0
29 Alt. Learning Environment (ALE)	8,963	517
30 English Language Learner (ELL)	5,490	4,354
31 National School Lunch State Categorical Funds (NSL)	199,562	209,902
32 Other Special Education	24,084	75,602
33 Career Education	84,552	89,522
34 School Food Service	2,421	2,400
35 Educational Service Cooperatives	0	0
36 Early Childhood Programs	281,267	294,600
37 Magnet School Programs	0	0
38 Other Non-Instructional Program Aid	22,460	17,699
39 Total Restricted Revenue from State Sources	**669,951**	**733,078**
40 Total Restricted Revenue from Federal Sources	**778,611**	**707,251**
Other Sources of Funds:		
41 Financing Sources	0	0
42 Balances Consol/Annexed District	0	0
43 Indirect Cost Reimbursement	0	0
44 Gains & Losses - Sale Fixed Assets	4,018	2,500
45 Compensation - Loss Of Fixed Assets	7,214	5,000
46 Other	0	0
47 Total Other Sources of Funds	**11,232**	**7,500**
48 Total Revenue and Other Sources of Funds from All Sources	**8,535,294**	**7,740,944**

	2012/2013 Actual	2013/2014 Budget
CURRENT EXPENDITURES		
Instruction:		
49 Regular Instruction	3,330,731	3,051,667
50 Special Education	476,926	467,740
51 Career Education	324,460	330,647
52 Adult Education	0	0
53 Compensatory Education	74,263	93,332
54 Other	396,738	343,617
55 Total Instruction	**4,603,118**	**4,287,003**
District Level Support:		
56 General Administration	297,133	296,232
57 Central Services	164,988	177,073
58 Maintenance & Operations Of Plant	719,012	763,462
59 Student Transportation	290,997	341,435
60 Othr District Level Support Service	23,702	6,392
61 Total District Support Services	**1,495,831**	**1,584,595**
School Level Support:		
62 Student Support Services	344,735	325,766
63 Instructional Staff Support Service	1,105,179	938,020
64 School Administration	234,617	239,621
65 Total District Support Services	**1,684,530**	**1,503,407**
Non-Instructional Services:		
66 Food Service Operations	332,328	339,065
67 Other Enterprise Operations	0	0
68 Community Operations	0	1,261
69 Other Non-Instructional Services	0	0
70 Total Non-Instructional Services	**332,328**	**340,326**
71 Facilities Acquisition And Const.	165,185	4,309
72 Debt Service	317,690	367,142
75 Other Non-Programmed Costs	0	0
76 Total Expenditures	**8,598,683**	**8,086,782**
77 Less: Capital Expenditures	(297,511)	-51,002
78 Less: Debt Service	(317,690)	-367,142
79 Total Current Expenditures	**7,983,482**	**7,668,638**
80 Exclusions from Current Expenditures	(878,429)	-576,212
81 Net Current Expenditures	**7,105,053**	**7,092,426**
82 Per Pupil Expenditures	9,313	
83 Personnel - Non-Federal Licensed Classroom FTEs	62.46	
83.5 Total Salary - Non-Federal Licensed Classroom FTEs	2,636,730	
84 Avg Salary - Non-Federal Licensed Classroom FTEs	42,215	
85 Personnel - Non-Federal Licensed FTEs	71.57	
85.5 Total Salary - Non-Federal Licensed FTEs	3,160,381	
86 Avg Salary - Non-Federal Licensed FTEs	44,158	
87.1 Legal Balance (funds 1-2-4)	2,477,757	2,043,218
87.2 Categorical Fund Balance	18,150	4,511
87.3 Deposits With Paying Agents (QZAB)	0	0
87.4 Net Legal Bal (Excl Cat & QZAB)	2,459,608	2,038,708
88 Building Fund Balance (fund 3)	938,091	1,023,187
89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0

LEA: 7008
County: UNION
District: SMACKOVER

Final
State Aid Notice 2012-13
August 30, 2013

Refer to Commissioner's Memo Number FIN-14-019 for additional information

DATA

1.	2011 Real Assessment	$	48,319,584	14.	Per-Student Revenue	$	2,371.27
2.	2011 Personal Assessment	$	24,494,025	15.	Per-Student Foundation Funding Amount	$	6,267.00
3.	2011 Utility Assessment	$	4,867,117	16.	Per-Student State Foundation Funding Aid	$	3,895.73
4.	2011 Total Assessment	$	77,680,726	17.	PY ALE FTEs (Qtrs. 1-4)		2.12
5.	98% of URT X Assessment	$	1,903,178	18.	CY English Language Learner Students		18
6.	Net Revenues	$	1,878,870	19.	PY NSL Students (Free and Reduced)		386
7.	Five-Year Avg. Misc. Funds[1]	$	39,747	20.	Professional Development Funding Rate	$	43.39
8.	2010-11 ADM (Qtrs. 1-3 Avg.)		851.26	21.	Adjusted 1/1/05 Scheduled Debt Payment	$	234,540.00
9.	2011-12 ADM (Qtrs. 1-3 Avg.)		819.36	22.	Bonded Debt Assistance Funding Factor	$	18.03
10.	2012-13 ADM for SGF (Qtr. 1)		809.62	23.	State Wealth Index		0.39132
11.	2012-13 ADM for SGF (Qtr. 2)		808.36	24.	PY ADM of Isolated School Area		0.00
12.	2012-13 ADM for SGF (Qtr. 3)		803.75	25.	Isolated Funding Amount	$	898
13.	2012-13 ADM for SGF (Qtr. 4)		802.43				

FUNDING

	Funding Category		Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
26.	State Foundation Funding Aid ($6,267)	$	3,192,004	6-20-2303, 6-20-2305	No	31101	2001
27.	Educational Excellence Trust[2] – R	$	328,028	6-5-301 et seq.	Yes		
28.	Alternative Learning Environment ($4,228) – R	$	8,963	6-20-2303, 6-20-2305	Yes	32370	275
29.	English Language Learners ($305) – R	$	5,490	6-20-2303, 6-20-2305	Yes	32371	276
30.	NSL State Categorical[3] ($517/$1,033/$1,549) - R	$	199,562	6-20-2303, 6-20-2305	Yes	32381	281
31.	NSL Transitional Funding[3] (Rate Varies) – R	$	0	6-20-2305	Yes	32381	281
32.	NSL Growth Funding[3] – R	$	0	6-20-2305	Yes	32381	281
33.	Professional Development Funding ($43.39) – R	$	35,552	6-20-2303, 6-20-2305	Yes	32256	223
34.	Bonded Debt Assistance ($18.03) – R	$	17,454	6-20-2503	Yes	32915	001
35.	State Financial Assistance – GFF – R	$	5,006	6-20-2503	No	32912	392
36.	State Financial Assistance – SMIF – R	$	13,409	6-20-2503	No	31620	001
37.	Isolated Funding	$	0	6-20-601, 6-20-603	Yes	31500	212
38.	Special Needs Isolated Funding[4]	$	0	6-20-604 (c), (d) & (e)	Yes	31500	212
39.	Special Needs Small District Funding[4]	$	0	6-20-604 (f)	No	32249	2920
40.	Special Needs Isolated Transportation[4]	$	0	6-20-604 (h)	Yes	32248	228
41.	Special Needs Isolated Adequacy	$	0	6-20-2305	No	31500	212
42.	Declining Enrollment Funding[5] – R	$	99,959	6-20-2305	No	31460	218
43.	Declining Enrollment Adequacy	$	0	6-20-2305	No	31460	218
44.	Student Growth Funding - Qtrs. 1, 2, 3, & 4[6] - R	$	0	6-20-2303 & 2305	No	31450	217
45.	98% of URT X Assessment less Net Revenues[7]	$	24,308	6-20-2303, 6-20-2305	No	31103	2001

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

1) Miscellaneous funds per ACA § 6-20-2303 (11) for categories of miscellaneous funds received equal (average of FY07 through FY11) X (URT/district total mills in effect as of January 1 of the prior FY).
2) Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
3) The combination of NSL state categorical, NSL transitional (plus or minus) and NSL growth funding equals the total net NSL state categorical funding received by a school district.
4) Eligible school districts shall receive special needs isolated, small district, and transportation funding under ACA § 6-20-604 or declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i).
5) No school district shall receive both declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) and student growth funding under ACA § 6-20-2305 (c) (2) or special needs isolated, small district, and transportation funding under ACA § 6-20-604. The initial FY13 state aid notice provides declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) that has not been compared to student growth funding under ACA § 6-20-2305 (c) (2) and/or special needs isolated, small district, and transportation funding. Subsequent FY13 state aid notices will reflect these comparisons.
6) The final determination of FY13 student growth funding will be made in FY14 pursuant to ACA § 6-20-2305.
7) Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts will receive written notification that will include information on how to code the repayment transaction.

ENROLLMENT/DEMOGRAPHIC INFORMATION

Enrollment by Race (2011-Present)

2013-2014

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
7006000	NORPHLET SCHOOL DISTRICT	0 (0%)	2 (0.51%)	74 (19.02%)	8 (2.06%)	2 (0.51%)	1 (0.26%)	302 (77.63%)	389
7008000	SMACKOVER SCHOOL DISTRICT	3 (0.36%)	6 (0.72%)	170 (20.53%)	21 (2.54%)	3 (0.36%)	0 (0%)	625 (75.48%)	828
5204000	CAMDEN FAIRVIEW SCHOOL DISTRICT	88 (3.61%)	11 (0.45%)	1453 (59.62%)	52 (2.13%)	1 (0.04%)	4 (0.16%)	828 (33.98%)	2437
7001000	EL DORADO SCHOOL DISTRICT	101 (2.24%)	49 (1.09%)	2256 (49.96%)	302 (6.69%)	4 (0.09%)	0 (0%)	1804 (39.95%)	4516
0701000	HAMPTON SCHOOL DISTRICT	0 (0%)	0 (0%)	142 (27.63%)	25 (4.86%)	2 (0.39%)	0 (0%)	345 (67.12%)	514
7003000	JUNCTION CITY SCHOOL DISTRICT	1 (0.19%)	0 (0%)	156 (29.27%)	7 (1.31%)	1 (0.19%)	0 (0%)	368 (69.04%)	533
1402000	MAGNOLIA SCHOOL DISTRICT	28 (1.02%)	21 (0.76%)	1461 (53.20%)	114 (4.15%)	0 (0%)	2 (0.07%)	1120 (40.79%)	2746
5206000	STEPHENS SCHOOL DISTRICT	2 (0.64%)	0 (0%)	254 (80.89%)	3 (0.96%)	0 (0%)	0 (0%)	55 (17.52%)	314

Source: ADE Data Center (October 2013 Counts)

2012-2013

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
7006000	NORPHLET SCHOOL DISTRICT	0 (0%)	2 (0.49%)	101 (24.51%)	7 (1.70%)	4 (0.97%)	1 (0.24%)	297 (72.09%)	412
7008000	SMACKOVER SCHOOL DISTRICT	3 (0.37%)	5 (0.62%)	170 (21.09%)	20 (2.48%)	2 (0.25%)	0 (0%)	606 (75.19%)	806
5204000	CAMDEN FAIRVIEW SCHOOL DIST.	90 (3.71%)	13 (0.54%)	1456 (59.94%)	44 (1.81%)	1 (0.04%)	3 (0.12%)	822 (33.84%)	2429
7001000	EL DORADO SCHOOL DISTRICT	77 (1.72%)	37 (0.83%)	2246 (50.20%)	277 (6.19%)	5 (0.11%)	0 (0%)	1832 (40.95%)	4474
0701000	HAMPTON SCHOOL DISTRICT	0 (0%)	0 (0%)	147 (27.79%)	28 (5.29%)	2 (0.38%)	0 (0%)	352 (66.54%)	529
7003000	JUNCTION CITY SCHOOL DISTRICT	1 (0.19%)	0 (0%)	148 (28.14%)	7 (1.33%)	1 (0.19%)	0 (0%)	369 (70.15%)	526
1402000	MAGNOLIA SCHOOL DISTRICT	12 (0.44%)	17 (0.62%)	1448 (53.14%)	105 (3.85%)	1 (0.04%)	1 (0.04%)	1141 (41.87%)	2725
5206000	STEPHENS SCHOOL DISTRICT	3 (0.89%)	1 (0.30%)	263 (77.81%)	5 (1.48%)	0 (0%)	0 (0%)	66 (19.53%)	338

Source: ADE Data Center (October 2012 Counts)

2011-2012

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
7006000	NORPHLET SCHOOL DISTRICT	0 (0%)	0 (0%)	93 (22.46%)	6 (1.45%)	4 (0.97%)	1 (0.24%)	310 (74.88%)	414
7008000	SMACKOVER SCHOOL DISTRICT	3 (0.36%)	7 (0.85%)	187 (22.75%)	21 (2.55%)	0 (0%)	0 (0%)	604 (73.48%)	822
5204000	CAMDEN FAIRVIEW SCHOOL DIST.	81 (3.34%)	15 (0.62%)	1481 (61.07%)	40 (1.65%)	0 (0%)	4 (0.16%)	804 (33.15%)	2425
7001000	EL DORADO SCHOOL DISTRICT	52 (1.14%)	44 (0.96%)	2309 (50.40%)	262 (5.72%)	3 (0.07%)	0 (0%)	1911 (41.72%)	4581
0701000	HAMPTON SCHOOL DISTRICT	0 (0%)	0 (0%)	150 (28.25%)	22 (4.14%)	2 (0.38%)	0 (0%)	357 (67.23%)	531
7003000	JUNCTION CITY SCHOOL DISTRICT	1 (0.19%)	0 (0%)	168 (32.43%)	7 (1.35%)	1 (0.19%)	0 (0%)	341 (65.83%)	518
1402000	MAGNOLIA SCHOOL DISTRICT	6 (0.22%)	20 (0.73%)	1460 (53.52%)	88 (3.23%)	1 (0.04%)	1 (0.04%)	1152 (42.23%)	2728
5206000	STEPHENS SCHOOL DISTRICT	2 (0.61%)	1 (0.31%)	279 (85.58%)	4 (1.23%)	0 (0%)	0 (0%)	40 (12.27%)	326

Source: ADE Data Center (October 2011 Counts)

Enrollment by Grade (2011-Present)

2013-2014

NORPHLET SCHOOL DISTRICT — **LEA: 7006000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
33	38	30	21	22	21	27	39	34	45	31	18	30	0	0	389

SMACKOVER SCHOOL DISTRICT — **LEA: 7008000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
76	60	56	39	78	70	59	73	61	70	67	67	52	0	0	828

CAMDEN FAIRVIEW SCHOOL DISTRICT — **LEA: 5204000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
232	241	217	193	172	166	177	189	182	166	169	164	169	0	0	2437

EL DORADO SCHOOL DISTRICT — **LEA: 7001000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
378	384	317	353	363	324	354	329	342	389	349	299	279	0	56	4516

HAMPTON SCHOOL DISTRICT — **LEA: 0701000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
42	41	35	41	32	35	42	45	44	40	44	33	40	0	0	514

JUNCTION CITY SCHOOL DISTRICT — **LEA: 7003000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
48	38	30	31	35	37	41	41	43	51	41	49	48	0	0	533

MAGNOLIA SCHOOL DISTRICT — **LEA: 1402000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
236	221	192	220	209	185	195	220	210	207	249	209	192	0	1	2746

STEPHENS SCHOOL DISTRICT — **LEA: 5206000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
23	26	21	21	27	17	22	30	23	31	26	21	26	0	0	314

Source: ADE Data Center (October 2013 Counts)

2012-2013

NORPHLET SCHOOL DISTRICT	LEA: 7006000

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
38	27	22	30	25	26	28	36	45	37	22	34	42	0	0	412

SMACKOVER SCHOOL DISTRICT	LEA: 7008000

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
58	50	39	76	62	58	71	66	69	70	71	50	66	0	0	806

CAMDEN FAIRVIEW SCHOOL DIST.	LEA: 5204000

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
246	217	209	173	169	194	198	176	166	180	164	168	169	0	0	2429

EL DORADO SCHOOL DISTRICT	LEA: 7001000

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
399	328	354	364	323	351	325	337	348	393	343	306	250	0	53	4474

HAMPTON SCHOOL DISTRICT — **LEA: 0701000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
35	42	42	36	33	42	50	44	39	46	38	35	47	0	0	529

JUNCTION CITY SCHOOL DISTRICT — **LEA: 7003000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
43	25	33	33	39	43	38	40	48	47	48	42	47	0	0	526

MAGNOLIA SCHOOL DISTRICT — **LEA: 1402000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
225	190	219	198	192	187	220	224	206	252	221	216	175	0	0	2725

STEPHENS SCHOOL DISTRICT — **LEA: 5206000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
27	20	27	28	23	22	32	20	34	30	19	28	28	0	0	338

Source: ADE Data Center (October 2012 Counts)

2011-2012

NORPHLET SCHOOL DISTRICT															LEA: 7006000
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
28	18	33	26	26	29	41	45	43	26	34	44	21	0	0	414

SMACKOVER SCHOOL DISTRICT															LEA: 7008000
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
56	41	80	60	59	68	56	74	64	71	60	66	67	0	0	822

CAMDEN FAIRVIEW SCHOOL DIST.															LEA: 5204000
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
226	209	188	175	178	198	182	176	169	184	182	186	172	0	0	2425

EL DORADO SCHOOL DISTRICT															LEA: 7001000
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
343	374	371	336	355	342	356	361	353	400	337	310	283	0	60	4581

HAMPTON SCHOOL DISTRICT — **LEA: 0701000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
45	40	31	34	42	43	44	38	46	38	40	44	46	0	0	531

JUNCTION CITY SCHOOL DISTRICT — **LEA: 7003000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
20	35	32	38	40	38	39	48	42	56	42	49	39	0	0	518

MAGNOLIA SCHOOL DISTRICT — **LEA: 1402000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
190	224	208	191	181	224	217	203	247	218	227	190	208	0	0	2728

STEPHENS SCHOOL DISTRICT — **LEA: 5206000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
22	27	28	24	24	32	18	29	28	19	26	27	22	0	0	326

Source: ADE Data Center (October 2011 Counts)

ESEA REPORTS

District	District Standards Status	District ESEA Status	School	School Standards Status	School ESEA Status
Norphlet	Accredited	Needs Improvement			
			Norphlet Elementary	Accredited	Needs Improvement
			Norphlet High School	Accredited	Needs Improvement
Smackover	Accredited	Needs Improvement			
			Smackover Elementary	Accredited	Focus
			Smackover High School	Cited	Needs Improvement

District:NORPHLET SCHOOL DISTRICT **Superintendent:ALBERT SNOW**
School:NORPHLET SCHOOL DISTRICT Principal:
LEA:7006000 Grades:K-12
Address:600 School Street Enrollment:412
Norphlet, AR 71759 Attendance (3 QTR AVG):94.69
Phone:870-546-2781 Poverty Rate:56.55

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	216	217	99.54	215	218	98.62
Targeted Achievement Gap Group	122	123	99.19	122	125	97.60
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	48	48	100.00	47	48	97.92
Hispanic						
White	161	162	99.38	160	162	98.77
Economically Disadvantaged	114	115	99.13	113	116	97.41
English Language Learners						
Students with Disabilities	22	22	100.00	23	23	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	156	206	75.73	68.16	91.00	94	139	67.63	59.46	93.00
Targeted Achievement Gap Group	81	118	68.64	58.73	91.00	49	81	60.49	47.49	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	466	662	70.39	68.16	91.00	290	451	64.30	59.46	93.00
Targeted Achievement Gap Group	226	363	62.26	58.73	91.00	141	249	56.63	47.49	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	26	42	61.90	48.87		14	28	50.00	43.55	
Hispanic				100.00					100.00	
White	125	157	79.62	72.73		78	108	72.22	63.36	
Economically Disadvantaged	80	111	72.07	60.07		48	75	64.00	47.92	
English Language Learners										
Students with Disabilities	4	21	19.05	35.72		3	17	17.65	36.67	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	127	202	62.87	75.98	92.00	72	139	51.80	69.59	81.00
Targeted Achievement Gap Group	68	118	57.63	70.55	92.00	33	81	40.74	61.18	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	474	679	69.81	75.98	92.00	263	451	58.31	69.59	81.00
Targeted Achievement Gap Group	232	370	62.70	70.55	92.00	120	249	48.19	61.18	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	17	40	42.50	58.33		7	28	25.00	54.30	
Hispanic				100.00					100.00	
White	99	146	67.81	80.25		63	108	58.33	73.42	
Economically Disadvantaged	65	110	59.09	71.70		33	75	44.00	62.24	
English Language Learners										
Students with Disabilities	5	22	22.73	38.73		0	17	0.00	36.67	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	20	26	76.92	83.33	94.00
Targeted Achievement Gap Group	7	11	63.64	83.33	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	76	100	76.00	83.33	94.00
Targeted Achievement Gap Group	25	37	67.57	83.33	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				47.92	
Hispanic					
White	16	20	80.00	100.00	
Economically Disadvantaged	7	10	70.00	76.19	
English Language Learners					
Students with Disabilities				100.00	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

District:NORPHLET SCHOOL DISTRICT | **Superintendent:ALBERT SNOW**
School:NORPHLET ELEMENTARY SCHOOL | Principal:PATRICIA VICKERY
LEA:7006035 | Grades:K-06
Address:P O Box 50 | Enrollment:196
Norphlet, AR 71759 | Attendance (3 QTR AVG):94.59
Phone:870-546-2781 | Poverty Rate:62.24

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	102	103	99.03	103	103	100.00
Targeted Achievement Gap Group	60	61	98.36	61	61	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	24	24	100.00	24	24	100.00
Hispanic						
White	75	76	98.68	76	76	100.00
Economically Disadvantaged	56	57	98.25	57	57	100.00
English Language Learners						
Students with Disabilities	11	11	100.00	11	11	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	68	97	70.10	65.85	91.00	43	71	60.56	53.30	93.00
Targeted Achievement Gap Group	37	58	63.79	58.93	91.00	24	43	55.81	43.26	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	225	336	66.96	65.85	91.00	144	251	57.37	53.30	93.00
Targeted Achievement Gap Group	120	197	60.91	58.93	91.00	76	144	52.78	43.26	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	14	21	66.67	43.33		9	15	60.00	34.21	
Hispanic				100.00					100.00	
White	52	73	71.23	71.05		34	55	61.82	57.75	
Economically Disadvantaged	36	55	65.45	58.98		23	40	57.50	43.80	
English Language Learners										
Students with Disabilities	3	10	30.00	41.67					40.48	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	67	98	68.37	72.68	92.00	33	71	46.48	67.95	81.00
Targeted Achievement Gap Group	38	59	64.41	67.39	92.00	16	43	37.21	60.99	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	234	337	69.44	72.68	92.00	138	251	54.98	67.95	81.00
Targeted Achievement Gap Group	129	198	65.15	67.39	92.00	68	144	47.22	60.99	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	11	21	52.38	50.00		4	15	26.67	51.76	
Hispanic				100.00					100.00	
White	53	74	71.62	78.07		29	55	52.73	71.83	
Economically Disadvantaged	37	56	66.07	67.95		16	40	40.00	63.18	
English Language Learners										
Students with Disabilities	2	10	20.00	37.50					34.53	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

District:NORPHLET SCHOOL DISTRICT **Superintendent:ALBERT SNOW**
School:NORPHLET HIGH SCHOOL Principal:RAYMOND COLEMAN
LEA:7006036 Grades:07-12
Address:P O BOX 50 Enrollment:216
Norphlet, AR 71759 Attendance (3 QTR AVG):94.78
Phone:870-546-2781 Poverty Rate:51.39

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	114	114	100.00	112	115	97.39
Targeted Achievement Gap Group	62	62	100.00	61	64	95.31
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	24	24	100.00	23	24	95.83
Hispanic						
White	86	86	100.00	84	86	97.67
Economically Disadvantaged	58	58	100.00	56	59	94.92
English Language Learners						
Students with Disabilities	11	11	100.00	12	12	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	88	109	80.73	71.30	91.00	51	68	75.00	69.30	93.00
Targeted Achievement Gap Group	44	60	73.33	58.33	91.00	25	38	65.79	55.13	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	241	326	73.93	71.30	91.00	146	200	73.00	69.30	93.00
Targeted Achievement Gap Group	106	166	63.86	58.33	91.00	65	105	61.90	55.13	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	12	21	57.14	56.14		5	13	38.46	58.33	
Hispanic				100.00					100.00	
White	73	84	86.90	75.00		44	53	83.02	72.23	
Economically Disadvantaged	44	56	78.57	62.37		25	35	71.43	56.35	
English Language Learners										
Students with Disabilities	1	11	9.09	27.78					31.82	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	60	104	57.69	80.00	92.00	39	68	57.35	72.23	81.00
Targeted Achievement Gap Group	30	59	50.85	75.18	92.00	17	38	44.74	61.54	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	240	342	70.18	80.00	92.00	125	200	62.50	72.23	81.00
Targeted Achievement Gap Group	103	172	59.88	75.18	92.00	52	105	49.52	61.54	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	7	19	36.84	68.25		3	13	23.08	58.33	
Hispanic				100.00					100.00	
White	50	80	62.50	82.91		34	53	64.15	75.93	
Economically Disadvantaged	28	54	51.85	77.64		17	35	48.57	60.32	
English Language Learners										
Students with Disabilities	3	12	25.00	40.48					39.39	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	20	26	76.92	83.33	94.00
Targeted Achievement Gap Group	7	11	63.64	83.33	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	76	100	76.00	83.33	94.00
Targeted Achievement Gap Group	25	37	67.57	83.33	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				47.92	
Hispanic					
White	16	20	80.00	100.00	
Economically Disadvantaged	7	10	70.00	76.19	
English Language Learners					
Students with Disabilities				100.00	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

District:SMACKOVER SCHOOL DISTRICT **Superintendent:DON SMELTZER**
School:SMACKOVER SCHOOL DISTRICT Principal:
LEA:7008000 Grades:K-12
Address:112 E. Eighth St Enrollment:806
Smackover, AR 71762 Attendance (3 QTR AVG):96.13
Phone:870-725-3132 Poverty Rate:50.37

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	454	456	99.56	541	546	99.08
Targeted Achievement Gap Group	234	235	99.57	267	269	99.26
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	90	91	98.90	107	107	100.00
Hispanic	12	12	100.00	14	14	100.00
White	347	348	99.71	407	412	98.79
Economically Disadvantaged	227	227	100.00	261	262	99.62
English Language Learners	10	10	100.00	11	11	100.00
Students with Disabilities	35	36	97.22	37	38	97.37

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	344	433	79.45	76.68	91.00	233	292	79.79	76.11	93.00
Targeted Achievement Gap Group	156	225	69.33	66.89	91.00	101	145	69.66	66.78	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	985	1299	75.83	76.68	91.00	675	878	76.88	76.11	93.00
Targeted Achievement Gap Group	416	655	63.51	66.89	91.00	277	428	64.72	66.78	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	59	86	68.60	62.58		41	56	73.21	61.75	
Hispanic	8	12	66.67	66.67					72.23	
White	273	331	82.48	81.43		182	225	80.89	79.80	
Economically Disadvantaged	154	218	70.64	68.41		101	142	71.13	67.73	
English Language Learners	6	10	60.00	44.44					58.33	
Students with Disabilities	6	34	17.65	32.02		1	20	5.00	34.78	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	406	520	78.08	78.82	92.00	203	292	69.52	74.44	81.00
Targeted Achievement Gap Group	173	258	67.05	69.73	92.00	82	145	56.55	65.65	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1115	1482	75.24	78.82	92.00	586	878	66.74	74.44	81.00
Targeted Achievement Gap Group	457	722	63.30	69.73	92.00	230	428	53.74	65.65	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	62	101	61.39	57.92		27	56	48.21	52.18	
Hispanic	9	14	64.29	81.48					72.23	
White	295	365	80.82	84.30		168	225	74.67	80.16	
Economically Disadvantaged	170	252	67.46	70.48		81	142	57.04	66.55	
English Language Learners	6	11	54.55	72.23					58.33	
Students with Disabilities	13	36	36.11	41.18		5	20	25.00	34.78	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	68	73	93.15	81.22	94.00
Targeted Achievement Gap Group	30	34	88.24	73.96	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	183	215	85.12	81.22	94.00
Targeted Achievement Gap Group	76	95	80.00	73.96	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	20	21	95.24	92.43	
Hispanic				100.00	
White	42	46	91.30	74.08	
Economically Disadvantaged	25	29	86.21	72.23	
English Language Learners					
Students with Disabilities				86.11	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

District:SMACKOVER SCHOOL DISTRICT
School:SMACKOVER ELEMENTARY SCHOOL
LEA:7008043
Address:701 Magnolia St
Smackover, AR 71762
Phone:870-725-3601

Superintendent:DON SMELTZER
Principal:HOLLY STRICKLAND
Grades:K-06
Enrollment:414
Attendance (3 QTR AVG):96.60
Poverty Rate:55.31

OVERALL SCHOOL STATUS:	FOCUS

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	270	270	100.00	270	270	100.00
Targeted Achievement Gap Group	141	141	100.00	141	141	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	51	51	100.00	51	51	100.00
Hispanic						
White	210	210	100.00	210	210	100.00
Economically Disadvantaged	138	138	100.00	138	138	100.00
English Language Learners						
Students with Disabilities	19	19	100.00	19	19	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	223	258	86.43	73.61	91.00	148	170	87.06	73.32	93.00
Targeted Achievement Gap Group	109	136	80.15	60.00	91.00	67	83	80.72	61.11	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	571	734	77.79	73.61	91.00	404	515	78.45	73.32	93.00
Targeted Achievement Gap Group	248	379	65.44	60.00	91.00	170	252	67.46	61.11	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	39	50	78.00	55.78		27	32	84.38	62.13	
Hispanic				64.28					79.17	
White	177	199	88.94	78.48		115	132	87.12	75.42	
Economically Disadvantaged	107	133	80.45	60.74		67	82	81.71	61.68	
English Language Learners				50.00					72.23	
Students with Disabilities	6	19	31.58	29.83					38.89	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	228	258	88.37	79.86	92.00	133	170	78.24	74.25	81.00
Targeted Achievement Gap Group	112	136	82.35	66.67	92.00	59	83	71.08	64.82	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	584	734	79.56	79.86	92.00	361	515	70.10	74.25	81.00
Targeted Achievement Gap Group	255	379	67.28	66.67	92.00	149	252	59.13	64.82	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	40	50	80.00	57.48		18	32	56.25	54.54	
Hispanic				76.19					58.33	
White	180	199	90.45	85.81		110	132	83.33	79.02	
Economically Disadvantaged	109	133	81.95	67.63		58	82	70.73	65.52	
English Language Learners				66.67					44.44	
Students with Disabilities	11	19	57.89	38.60					38.89	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

District:SMACKOVER SCHOOL DISTRICT **Superintendent:DON SMELTZER**
School:SMACKOVER HIGH SCHOOL Principal:JAN HENDERSON
LEA:7008045 Grades:07-12
Address:1 Buckaroo Lane Enrollment:392
Smackover, AR 71762 Attendance (3 QTR AVG):95.63
Phone:870-725-3101 Poverty Rate:45.15

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	184	186	98.92	271	276	98.19
Targeted Achievement Gap Group	93	94	98.94	126	128	98.44
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	39	40	97.50	56	56	100.00
Hispanic						
White	137	138	99.28	197	202	97.52
Economically Disadvantaged	89	89	100.00	123	124	99.19
English Language Learners						
Students with Disabilities	16	17	94.12	18	19	94.74

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	121	175	69.14	80.67	91.00	85	122	69.67	80.19	93.00
Targeted Achievement Gap Group	47	89	52.81	75.94	91.00	34	62	54.84	75.58	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	412	562	73.31	80.67	91.00	271	363	74.66	80.19	93.00
Targeted Achievement Gap Group	167	274	60.95	75.94	91.00	107	176	60.80	75.58	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	20	36	55.56	69.86		14	24	58.33	61.31	
Hispanic				72.23					58.33	
White	96	132	72.73	85.23		67	93	72.04	86.42	
Economically Disadvantaged	47	85	55.29	78.47		34	60	56.67	77.28	
English Language Learners				16.67					16.67	
Students with Disabilities	0	15	0.00	35.18		0	12	0.00	27.08	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	178	262	67.94	77.57	92.00	70	122	57.38	74.73	81.00
Targeted Achievement Gap Group	61	122	50.00	72.74	92.00	23	62	37.10	66.95	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	528	745	70.87	77.57	92.00	225	363	61.98	74.73	81.00
Targeted Achievement Gap Group	200	341	58.65	72.74	92.00	81	176	46.02	66.95	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	24	53	45.28	56.67		9	24	37.50	49.41	
Hispanic				100.00					100.00	
White	141	192	73.44	82.78		58	93	62.37	81.88	
Economically Disadvantaged	61	119	51.26	73.60		23	60	38.33	68.18	
English Language Learners				100.00					100.00	
Students with Disabilities	2	17	11.76	40.48		1	12	8.33	27.08	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	68	73	93.15	81.22	94.00
Targeted Achievement Gap Group	30	34	88.24	73.96	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	183	215	85.12	81.22	94.00
Targeted Achievement Gap Group	76	95	80.00	73.96	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	20	21	95.24	92.43	
Hispanic				100.00	
White	42	46	91.30	74.08	
Economically Disadvantaged	25	29	86.21	72.23	
English Language Learners					
Students with Disabilities				86.11	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

DISTRICT REPORT CARDS

Norphlet School District

District Report Card 2012-2013
600 School Street | Norphlet , AR 71759
870-546-2781

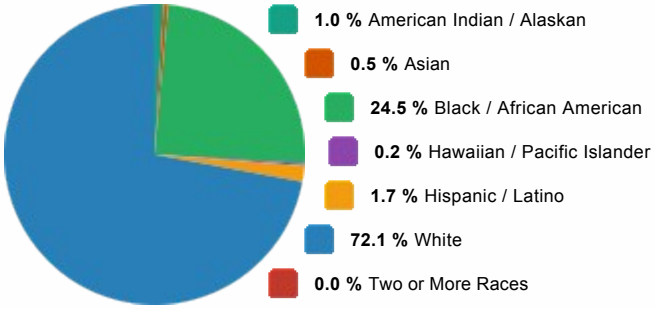
Superintendent Albert Snow

DISTRICT CHARACTERISTICS

Enrollment	412
Avg. Class Size	13
Avg. years teaching Experience	9
Per pupil spending	
• District avg.	$9,415
• State avg.	$9,324
School Choice Transfers	17

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics

Limited English proficiency	N/D
Low-income	57 %
Students eligible to receive special education	12 %

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
3rd Grade Literacy				Annual Measurable Objective (AMO)		61.79				2012 AMO	64.97						AMO
Combined Population	96.3											4.17	20.83	37.5	37.5	75	68.16
TAGG	93.33											7.14	21.43	50	21.43	71.43	58.73
African American	RV											RV	RV	RV	RV	RV	48.87
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	94.74											0	27.78	33.33	38.89	72.22	72.73
Economically Disadvantaged	93.33											7.69	23.08	46.15	23.08	69.23	60.07
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.72
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy																RV	
Female	100											7.14	21.43	28.57	42.86	71.43	
Male	92.31											0	20	50	30	80	
Migrant	RV											RV	RV	RV	RV	RV	
3rd Grade Mathematics				Annual Measurable Objective (AMO)		71.17				2012 AMO	73.57						AMO
Combined Population	100											4	12	12	72	84	75.98
TAGG	100											6.67	20	13.33	60	73.33	70.55
African American	RV											RV	RV	RV	RV	RV	58.33
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											5.26	5.26	10.53	78.95	89.47	80.25
Economically Disadvantaged	100											7.14	21.43	14.29	57.14	71.43	71.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.73
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	21.43	21.43	57.14	78.57	
Male	100											9.09	0	0	90.91	90.91	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
4th Grade Literacy				Annual Measurable Objective (AMO)		61.79				2012 AMO	64.97						AMO
Combined Population	100											4.55	9.09	27.27	59.09	86.36	68.16
TAGG	100											7.14	7.14	35.71	50	85.71	58.73
African American	RV											RV	RV	RV	RV	RV	48.87
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											6.67	6.67	20	66.67	86.67	72.73
Economically Disadvantaged	100											7.14	7.14	35.71	50	85.71	60.07
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.72
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 4th Grade Literacy																RV	
Female	100											0	7.14	21.43	71.43	92.86	
Male	RV											RV	RV	RV	RV	RV	
Migrant	RV											RV	RV	RV	RV	RV	
4th Grade Mathematics				Annual Measurable Objective (AMO)		71.17				2012 AMO	73.57						AMO
Combined Population	100											13.64	9.09	40.91	36.36	77.27	75.98
TAGG	100											21.43	7.14	42.86	28.57	71.43	70.55
African American	RV											RV	RV	RV	RV	RV	58.33
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											6.67	13.33	26.67	53.33	80	80.25
Economically Disadvantaged	100											21.43	7.14	42.86	28.57	71.43	71.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.73
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											14.29	7.14	35.71	42.86	78.57	
Male	RV											RV	RV	RV	RV	RV	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
5th Grade Literacy			Annual Measurable Objective (AMO)			61.79				2012 AMO	64.97						AMO
Combined Population	100											8.33	25	41.67	25	66.67	68.16
TAGG	100											14.29	28.57	42.86	14.29	57.14	58.73
African American	RV											RV	RV	RV	RV	RV	48.87
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											10.53	21.05	42.11	26.32	68.42	72.73
Economically Disadvantaged	100											7.69	30.77	46.15	15.38	61.54	60.07
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.72
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 5th Grade Literacy																RV	
Female	RV											RV	RV	RV	RV	RV	
Male	100											11.76	35.29	35.29	17.65	52.94	
Migrant	RV											RV	RV	RV	RV	RV	
5th Grade Mathematics			Annual Measurable Objective (AMO)			71.17				2012 AMO	73.57						AMO
Combined Population	100											20.83	25	37.5	16.67	54.17	75.98
TAGG	100											28.57	21.43	35.71	14.29	50	70.55
African American	RV											RV	RV	RV	RV	RV	58.33
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											15.79	26.32	42.11	15.79	57.89	80.25
Economically Disadvantaged	100											30.77	15.38	38.46	15.38	53.85	71.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.73
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	RV											RV	RV	RV	RV	RV	
Male	100											23.53	29.41	35.29	11.76	47.06	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
5th Grade Science																	
Combined Population	100											16.67	45.83	33.33	4.17	37.5	
TAGG	100											21.43	42.86	35.71	0	35.71	
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											15.79	42.11	36.84	5.26	42.11	
Economically Disadvantaged	100											15.38	46.15	38.46	0	38.46	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	RV											RV	RV	RV	RV	RV	
Male	100											23.53	52.94	23.53	0	23.53	
Migrant	RV											RV	RV	RV	RV	RV	
6th Grade Literacy			Annual Measurable Objective (AMO)			61.79				2012 AMO	64.97						AMO
Combined Population	100											3.85	42.31	42.31	11.54	53.85	68.16
TAGG	100											0	56.25	37.5	6.25	43.75	58.73
African American	RV											RV	RV	RV	RV	RV	48.87
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											4.76	33.33	47.62	14.29	61.9	72.73
Economically Disadvantaged	100											0	57.14	35.71	7.14	42.86	60.07
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.72
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 6th Grade Literacy																RV	
Female	100											0	45.45	36.36	18.18	54.55	
Male	100											6.67	40	46.67	6.67	53.33	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
6th Grade Mathematics				Annual Measurable Objective (AMO)		71.17				2012 AMO	73.57						AMO
Combined Population	100											11.54	30.77	34.62	23.08	57.69	75.98
TAGG	100											12.5	18.75	43.75	25	68.75	70.55
African American	RV											RV	RV	RV	RV	RV	58.33
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											4.76	33.33	38.1	23.81	61.9	80.25
Economically Disadvantaged	100											14.29	21.43	42.86	21.43	64.29	71.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.73
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											9.09	36.36	36.36	18.18	54.55	
Male	100											13.33	26.67	33.33	26.67	60	
Migrant	RV											RV	RV	RV	RV	RV	
7th Grade Literacy				Annual Measurable Objective (AMO)		61.79				2012 AMO	64.97						AMO
Combined Population	100											2.94	23.53	32.35	41.18	73.53	68.16
TAGG	100											4.76	23.81	38.1	33.33	71.43	58.73
African American	RV											RV	RV	RV	RV	RV	48.87
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											3.7	14.81	33.33	48.15	81.48	72.73
Economically Disadvantaged	100											4.76	23.81	38.1	33.33	71.43	60.07
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.72
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 7th Grade Literacy																RV	
Female	100											0	5.88	29.41	64.71	94.12	
Male	100											5.88	41.18	35.29	17.65	52.94	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
7th Grade Mathematics			Annual Measurable Objective (AMO)			71.17				2012 AMO	73.57						AMO
Combined Population	100											20.59	17.65	32.35	29.41	61.76	75.98
TAGG	100											23.81	19.05	47.62	9.52	57.14	70.55
African American	RV											RV	RV	RV	RV	RV	58.33
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											18.52	11.11	37.04	33.33	70.37	80.25
Economically Disadvantaged	100											23.81	19.05	47.62	9.52	57.14	71.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.73
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											5.88	17.65	29.41	47.06	76.47	
Male	100											35.29	17.65	35.29	11.76	47.06	
Migrant	RV											RV	RV	RV	RV	RV	
7th Grade Science																	
Combined Population	100											26.47	44.12	26.47	2.94	29.41	
TAGG	100											28.57	42.86	28.57	0	28.57	
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											14.81	48.15	33.33	3.7	37.04	
Economically Disadvantaged	100											28.57	42.86	28.57	0	28.57	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											23.53	47.06	23.53	5.88	29.41	
Male	100											29.41	41.18	29.41	0	29.41	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
8th Grade Literacy				Annual Measurable Objective (AMO)		61.79				2012 AMO	64.97						AMO
Combined Population	100											6.98	13.95	48.84	30.23	79.07	68.16
TAGG	100											12.5	20.83	50	16.67	66.67	58.73
African American	RV											RV	RV	RV	RV	RV	48.87
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											6.25	6.25	53.12	34.38	87.5	72.73
Economically Disadvantaged	100											4.76	19.05	57.14	19.05	76.19	60.07
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.72
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 8th Grade Literacy																RV	
Female	100											3.7	3.7	55.56	37.04	92.59	
Male	100											12.5	31.25	37.5	18.75	56.25	
Migrant	RV											RV	RV	RV	RV	RV	
8th Grade Mathematics				Annual Measurable Objective (AMO)		71.17				2012 AMO	73.57						AMO
Combined Population	100											25.58	20.93	41.86	11.63	53.49	75.98
TAGG	100											41.67	25	29.17	4.17	33.33	70.55
African American	RV											RV	RV	RV	RV	RV	58.33
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											15.62	21.88	46.88	15.62	62.5	80.25
Economically Disadvantaged	100											33.33	28.57	33.33	4.76	38.1	71.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.73
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											14.81	25.93	48.15	11.11	59.26	
Male	100											43.75	12.5	31.25	12.5	43.75	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
EOC Algebra I				Annual Measurable Objective (AMO)		71.17				2012 AMO	73.57						AMO
Combined Population	90.32											8.33	41.67	41.67	8.33	50	75.98
TAGG	83.33											9.09	36.36	45.45	9.09	54.55	70.55
African American	RV											RV	RV	RV	RV	RV	58.33
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	91.67											9.52	42.86	42.86	4.76	47.62	80.25
Economically Disadvantaged	81.25											9.09	36.36	45.45	9.09	54.55	71.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	93.75											7.14	42.86	35.71	14.29	50	
Male	86.67											10	40	50	0	50	
Migrant	RV											RV	RV	RV	RV	RV	
EOC Geometry				Annual Measurable Objective (AMO)		71.17				2012 AMO	73.57						AMO
Combined Population	RV											RV	RV	RV	RV	RV	75.98
TAGG	RV											RV	RV	RV	RV	RV	70.55
African American	RV											RV	RV	RV	RV	RV	58.33
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	80.25
Economically Disadvantaged	RV											RV	RV	RV	RV	RV	71.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	RV											RV	RV	RV	RV	RV	
Male	RV											RV	RV	RV	RV	RV	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
EOC Biology																	
Combined Population	100											25	40	30	5	35	
TAGG	RV											RV	RV	RV	RV	RV	
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											27.78	38.89	33.33	0	33.33	
Economically Disadvantaged	RV											RV	RV	RV	RV	RV	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											27.27	27.27	36.36	9.09	45.45	
Male	RV											RV	RV	RV	RV	RV	
Migrant	RV											RV	RV	RV	RV	RV	
Grade 11 Literacy			Annual Measurable Objective (AMO)			61.79				2012 AMO	64.97						AMO
Combined Population	96.97											0	9.38	43.75	46.88	90.62	68.16
TAGG	94.12											0	18.75	62.5	18.75	81.25	58.73
African American	RV											RV	RV	RV	RV	RV	48.87
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											0	8	40	52	92	72.73
Economically Disadvantaged	93.75											0	7.14	71.43	21.43	92.86	60.07
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.72
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in Grade 11 Literacy																RV	
Female	94.44											0	0	35.29	64.71	100	
Male	100											0	20	53.33	26.67	80	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
4th Grade Literacy										
All Students	37	33	24	6	30	34	34	25	7	32
African American	60	29	10	1	11	55	30	13	2	15
Hispanic	50	32	15	3	18	43	33	19	5	24
Caucasian	28	34	30	8	38	26	36	30	8	38
Economically Disadvantaged	47	33	18	3	21	44	34	19	3	22
Students with Disabilities	75	16	8	1	9	72	19	8	2	10
Limited English Proficient	59	27	12	2	14	53	31	15	2	17
4th Grade Mathematics										
All Students	19	43	33	4	37	17	44	34	5	39
African American	42	42	15	1	16	36	47	16	0	16
Hispanic	24	48	25	3	28	21	48	28	2	30
Caucasian	12	43	39	6	45	11	42	40	7	47
Economically Disadvantaged	27	47	24	2	26	23	49	26	2	28
Students with Disabilities	50	35	14	1	15	44	37	16	2	18
Limited English Proficient	26	50	24	1	25	24	49	24	3	27

NAEP Participation Rates

2010-2011	2012-2013
4th Grade Students with Disabilities (Literacy) = 89.00 4th Grade Limited English Proficient (Literacy) = 98.00 4th Grade Students with Disabilities (Mathematics) = 92.00 4th Grade Limited English Proficient (Mathematics) = 98.00	4th Grade Students with Disabilities (Literacy) = 92.00 4th Grade Limited English Proficient (Literacy) = 98.00 4th Grade Students with Disabilities (Mathematics) = 90.00 4th Grade Limited English Proficient (Mathematics) = 99.00

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
8th Grade Literacy										
All Students	29	43	26	2	28	27	43	27	3	30
African American	54	36	9	0	9	47	41	12	1	13
Hispanic	36	44	20	1	21	31	48	20	1	21
Caucasian	21	44	33	2	35	20	42	33	4	37
Economically Disadvantaged	40	42	17	1	18	36	44	19	1	20
Students with Disabilities	74	21	4	0	4	70	23	6	1	7
Limited English Proficient	53	39	7	1	8	45	43	12	0	12
8th Grade Mathematics										
All Students	30	41	24	5	29	31	41	23	5	28
African American	56	35	8	1	9	59	32	9	0	9
Hispanic	36	44	18	2	20	32	48	18	2	20
Caucasian	21	42	31	6	37	22	44	28	6	34
Economically Disadvantaged	40	42	16	2	18	42	42	15	2	17
Students with Disabilities	78	19	3	0	3	73	21	5	1	6
Limited English Proficient	53	39	8	1	9	42	46	11	1	12

NAEP Participation Rates

2010-2011	2012-2013
8th Grade Students with Disabilities (Literacy) = 87.00 8th Grade Limited English Proficient (Literacy) = 98.00 8th Grade Students with Disabilities (Mathematics) = 88.00 8th Grade Limited English Proficient (Mathematics) = 96.00	8th Grade Students with Disabilities (Literacy) = 83.00 8th Grade Limited English Proficient (Literacy) = 96.00 8th Grade Students with Disabilities (Mathematics) = 84.00 8th Grade Limited English Proficient (Mathematics) = 96.00

INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension		---	---		---	---		73	56
Grade One Math Problems		---	---		---	---		59	56
Grade Two Reading Comprehension		---	---		---	---		44	59
Grade Two Math Problems		---	---		---	---		41	58
Grade Three Reading		---	---		---	---		51	51
Grade Three Math		---	---		---	---		55	55
Grade Four Reading		---	---		---	---		56	53
Grade Four Math		---	---		---	---		51	61
Grade Five Reading		---	---		---	---		35	47
Grade Five Math		---	---		---	---		38	55
Grade Five Science		---	---		---	---		51	60
Grade Six Reading		---	---		---	---		35	46
Grade Six Math		---	---		---	---		40	55
Grade Seven Reading		---	---		---	---		58	50
Grade Seven Math		---	---		---	---		57	54
Grade Seven Science		---	---		---	---		63	61
Grade Eight Reading		---	---		---	---		35	53
Grade Eight Math		---	---		---	---		43	54
Grade Nine Reading Comprehension		---	---		---	---		44	50
Grade Nine Math Concepts and Problems		---	---		---	---		37	49

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT		---	---		---	---			6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)		---	---		---	---			1,790
Number of Students Taking ACT in Grades 9-11		---	---		---	---		18	26,174
Number of Students Taking ACT in Grade 12		---	---		---	---		21	18,507
ACT Reading		---	---		---	---		20.20	21.67
ACT English		---	---		---	---		20.45	21.31
ACT Mathematics		---	---		---	---		19.20	20.73
ACT Science		---	---		---	---		19.10	21.04
ACT Composite		---	---		---	---		19.85	21.31
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test		---	---		---	---		0	897
SAT Critical Reading Mean		---	---		---	---			473
SAT Math Mean		---	---		---	---			472
SAT Writing Mean		---	---		---	---			459
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses		---	---		---	---		24	24,364
Number of AP Exams Taken		---	---		---	---		24	42,545
Number of AP Exams Scored 3, 4, or 5		---	---		---	---		2	13,296
Number of Students Taking International Baccalaureate Courses		---	---		---	---			219

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Norphlet School District - 7006000

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
Arkansas ESEA Accountability									
Needs Improvement								2	797
Needs Improvement Priority								0	38
Needs Improvement Priority Met Year 1 Exit Criteria								0	4
Needs Improvement Focus								0	80
Needs Improvement Focus Met Year 1 Exit Criteria								0	8
Achieving								0	130
Exemplary								0	9
				Download 2012 School Report Card for 2012 ESEA results					
Improvement School Rating (Gains)									
Improvement (Gain) School Rating									
1 - Schools in need of Immediate Improvement		2	428		0	85			
2 - Schools Approaching Standards (Alert)		2	502		1	232			
3 - Schools Meeting Improvement Standards		0	624		0	349			
4 - Schools Exceeding Improvement Standards		0	366		1	264			
5 - Schools of Excellence for Improvement		0	98		0	76			

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Gains)									
Performance (Status) School Rating									
1 - Schools in need of Immediate Improvement			7			9			
2 - Schools Approaching Standards (Alert)			16			10			
3 - Schools Meeting Standards			187			150			
4 - Schools Exceeding Standards			496			416			
5 - Schools of Excellence			321			444			
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited		0	859		1	838		2	783
Accredited-Cited		2	185		1	212		0	249
Accredited-Probationary		0	25		0	18		0	30
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined		96.5 %	94.7 %		95.6 %	95.2 %		94.6 %	94.1 %
Attendance Rate for Targeted Acheivement Gap Group								95.3 %	93.9 %
Attendance Rate African American								96.1 %	94.1 %
Attendance Rate Hispanic								91.7 %	94.5 %
Attendance Rate Caucasian								93.8 %	94.0 %
Attendance Rate Economically Disadvantaged									93.7 %
Attendance Rate Students with Disabilities								95.3 %	94.0 %
Attendance Rate Limited English Proficient									94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Dropout Rate									
Dropout Rate		4.29 %	2.58 %		2.82 %	2.43 %		3.70 %	2.12 %
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined		73.5 %	79.6 %		76.9 %	84.1 %		84.8 %	84.9 %
Graduation Rate for Targeted Acheivement Gap Group		62.5 %	74.6 %		63.6 %	79.3 %		77.8 %	80.5 %
Graduation Rate African American		72.7 %	71.4 %		66.7 %	78.1 %		93.3 %	78.1 %
Graduation Rate Hispanic		0.0 %	74.0 %		0.0 %	78.0 %		100.0 %	81.8 %
Graduation Rate Caucasian		73.7 %	83.2 %		80.0 %	87.0 %		79.3 %	87.8 %
Graduation Rate Economically Disadvantaged		60.0 %	74.5 %		70.0 %	79.1 %		76.9 %	80.3 %
Graduation Rate Students with Disabilities		66.7 %	73.8 %		50.0 %	79.2 %		100.0 %	80.4 %
Graduation Rate Limited English Proficient		0.0 %	71.1 %		0.0 %	77.3 %		0.0 %	80.8 %
Grade Inflation Rate		---	---		---	---		0 %	2.51 %
College Remediation Rate		46.2 %	47.8 %		58.3 %	49.4 %		55.0 %	43.0 %
Enrollment									
October 1 Enrollment		409	468,066		414	468,656		412	471,867

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents		100 %	100 %		100 %	100 %		100 %	100 %
Discipline Training Provided to Staff		100 %	100 %		100 %	100 %		100 %	100 %
Parental Involvement Plan Adopted		100 %	100 %		100 %	100 %		100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions		---	505		---	378		3	471
Weapons Incidents		---	711		---	690		1	763
Staff Assaults		---	408		---	436		6	495
Student Assaults		2	1,952		6	1,944		3	2,302

INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1		1	1,655		2	1,534		4	1,416
Percent of Students Retained at Grade 1		3.13 %	4.40 %		11.11 %	4.09 %		14.81 %	3.82 %
Number of Students Retained at Grade 2		1	633		1	594		2	558
Percent of Students Retained at Grade 2		4.00 %	1.72 %		3.03 %	1.62 %		9.09 %	1.53 %
Number of Students Retained at Grade 3		0	287		1	305		3	240
Percent of Students Retained at Grade 3		0.00 %	0.78 %		3.85 %	0.84 %		10.00 %	0.66 %
Number of Students Retained at Grade 4		0	148		0	141		0	114
Percent of Students Retained at Grade 4		0.00 %	0.40 %		0.00 %	0.38 %		0.00 %	0.32 %
Number of Students Retained at Grade 5		0	105		1	84		0	101
Percent of Students Retained at Grade 5		0.00 %	0.29 %		3.45 %	0.23 %		0.00 %	0.28 %
Number of Students Retained at Grade 6		0	134		0	137		0	135
Percent of Students Retained at Grade 6		0.00 %	0.37 %		0.00 %	0.37 %		0.00 %	0.37 %
Number of Students Retained at Grade 7		3	367		2	317		7	296
Percent of Students Retained at Grade 7		6.98 %	1.01 %		4.44 %	0.86 %		19.44 %	0.81 %
Number of Students Retained at Grade 8		2	392		2	253		7	251
Percent of Students Retained at Grade 8		8.70 %	1.08 %		4.65 %	0.70 %		15.56 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)		---	---		---	---		98.0 %	97.9 %
% Teachers with Emergency / Provisional Credentials		---	---		---	---		2.0 %	0.9 %
% Teachers with Bachelor's Degree		74.0 %	61.0 %		67.0 %	59.0 %		78.0 %	59.0 %
% Teachers with Master's Degree		26.0 %	39.0 %		33.0 %	40.0 %		22.0 %	40.0 %
% Teachers with Advanced Degree		0.0 %	1.0 %		0.0 %	1.0 %		0.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.9 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers		0.0 %	---		0.0 %	---		2.0 %	0.6 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers		0.0 %	---		0.0 %	---		2.0 %	0.6 %

School Board Members	Hours of Training
Damon Goodwin	6.00
Steve Mason	6.00
Nathaniel Smith	6.00
Wendy Williamson	3.00
Rod Mills	6.00

INDICATOR: School Choice

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice		8.07 %	3.34 %		5.80 %	2.90 %		4.13 %	2.68 %

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		42.0	37.0		42.0	37.2		42.0	37.4
Expenditure Per Student		$10,120	$9,315		$9,948	$9,379		$9,415	$9,324
Average Teacher Salary		$38,960	$46,663		$39,156	$46,946		$42,648	$47,316
Total Expenditures		$5,376,562	$5,171,678,766		$4,552,705	$5,196,885,067		$3,947,716	$5,088,669,535
Instructional Expenditures		$2,400,583	$2,508,579,625		$2,433,982	$2,485,540,210		$2,231,315	$2,472,977,282
Administrative Expenditures		$409,387	$315,455,818		$410,590	$317,870,955		$380,805	$312,346,508
Extracurricular Expenditures		$189,379	$165,701,106		$178,130	$201,604,356		$132,696	$184,520,020
Capital Expenditures		$957,013	$649,987,805		$176,730	$608,547,135		$18,642	$531,101,753
Debt Service Expenditures		$202,414	$226,232,300		$224,278	$267,265,988		$84,873	$235,094,970
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals		50.4 %	60.0 %		52.2 %	60.5 %		56.6 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

**Source: FNS National databank for federal fiscal year 2013.
***State Free and Reduced Meal Rate includes preschool and adult education students.

Norphlet Elementary School

School Report Card 2012-2013
301 McMillian Dr. | Norphlet , AR 71759
870-546-2781

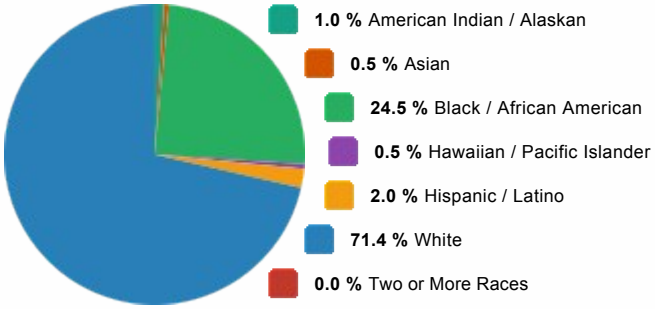
Principal	Patricia Vickery
Superintendent	Albert Snow

SCHOOL CHARACTERISTICS

Enrollment	196
Avg. Class Size	15
Avg. years teaching Experience	13
Per pupil spending	
• District avg.	$9,415
• State avg.	$9,324
School Choice Transfers	4

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics

Limited English proficiency	N/D
Low-income	62 %
Students eligible to receive special education	12 %

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
3rd Grade Literacy				Annual Measurable Objective (AMO)		59.02				2012 AMO	62.44						AMO
Combined Population	96.3											4.17	20.83	37.5	37.5	75	65.85
TAGG	93.33											7.14	21.43	50	21.43	71.43	58.93
African American	RV											RV	RV	RV	RV	RV	43.33
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	94.74											0	27.78	33.33	38.89	72.22	71.05
Economically Disadvantaged	93.33											7.69	23.08	46.15	23.08	69.23	58.98
Students with Disabilities	RV											RV	RV	RV	RV	RV	41.67
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy																RV	
Female	100											7.14	21.43	28.57	42.86	71.43	
Male	92.31											0	20	50	30	80	
Migrant	RV											RV	RV	RV	RV	RV	
3rd Grade Mathematics				Annual Measurable Objective (AMO)		67.21				2012 AMO	69.94						AMO
Combined Population	100											4	12	12	72	84	72.68
TAGG	100											6.67	20	13.33	60	73.33	67.39
African American	RV											RV	RV	RV	RV	RV	50.00
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											5.26	5.26	10.53	78.95	89.47	78.07
Economically Disadvantaged	100											7.14	21.43	14.29	57.14	71.43	67.95
Students with Disabilities	RV											RV	RV	RV	RV	RV	37.50
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	21.43	21.43	57.14	78.57	
Male	100											9.09	0	0	90.91	90.91	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
4th Grade Literacy				Annual Measurable Objective (AMO)		59.02				2012 AMO	62.44						AMO
Combined Population	100											4.55	9.09	27.27	59.09	86.36	65.85
TAGG	100											7.14	7.14	35.71	50	85.71	58.93
African American	RV											RV	RV	RV	RV	RV	43.33
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											6.67	6.67	20	66.67	86.67	71.05
Economically Disadvantaged	100											7.14	7.14	35.71	50	85.71	58.98
Students with Disabilities	RV											RV	RV	RV	RV	RV	41.67
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 4th Grade Literacy																RV	
Female	100											0	7.14	21.43	71.43	92.86	
Male	RV											RV	RV	RV	RV	RV	
Migrant	RV											RV	RV	RV	RV	RV	
4th Grade Mathematics				Annual Measurable Objective (AMO)		67.21				2012 AMO	69.94						AMO
Combined Population	100											13.64	9.09	40.91	36.36	77.27	72.68
TAGG	100											21.43	7.14	42.86	28.57	71.43	67.39
African American	RV											RV	RV	RV	RV	RV	50.00
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											6.67	13.33	26.67	53.33	80	78.07
Economically Disadvantaged	100											21.43	7.14	42.86	28.57	71.43	67.95
Students with Disabilities	RV											RV	RV	RV	RV	RV	37.50
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											14.29	7.14	35.71	42.86	78.57	
Male	RV											RV	RV	RV	RV	RV	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
5th Grade Literacy				Annual Measurable Objective (AMO)		59.02				2012 AMO	62.44						AMO
Combined Population	100											8.33	25	41.67	25	66.67	65.85
TAGG	100											14.29	28.57	42.86	14.29	57.14	58.93
African American	RV											RV	RV	RV	RV	RV	43.33
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											10.53	21.05	42.11	26.32	68.42	71.05
Economically Disadvantaged	100											7.69	30.77	46.15	15.38	61.54	58.98
Students with Disabilities	RV											RV	RV	RV	RV	RV	41.67
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 5th Grade Literacy																RV	
Female	RV											RV	RV	RV	RV	RV	
Male	100											11.76	35.29	35.29	17.65	52.94	
Migrant	RV											RV	RV	RV	RV	RV	
5th Grade Mathematics				Annual Measurable Objective (AMO)		67.21				2012 AMO	69.94						AMO
Combined Population	100											20.83	25	37.5	16.67	54.17	72.68
TAGG	100											28.57	21.43	35.71	14.29	50	67.39
African American	RV											RV	RV	RV	RV	RV	50.00
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											15.79	26.32	42.11	15.79	57.89	78.07
Economically Disadvantaged	100											30.77	15.38	38.46	15.38	53.85	67.95
Students with Disabilities	RV											RV	RV	RV	RV	RV	37.50
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	RV											RV	RV	RV	RV	RV	
Male	100											23.53	29.41	35.29	11.76	47.06	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
5th Grade Science																	
Combined Population	100											16.67	45.83	33.33	4.17	37.5	
TAGG	100											21.43	42.86	35.71	0	35.71	
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											15.79	42.11	36.84	5.26	42.11	
Economically Disadvantaged	100											15.38	46.15	38.46	0	38.46	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	RV											RV	RV	RV	RV	RV	
Male	100											23.53	52.94	23.53	0	23.53	
Migrant	RV											RV	RV	RV	RV	RV	
6th Grade Literacy			Annual Measurable Objective (AMO)			59.02				2012 AMO	62.44						AMO
Combined Population	100											3.85	42.31	42.31	11.54	53.85	65.85
TAGG	100											0	56.25	37.5	6.25	43.75	58.93
African American	RV											RV	RV	RV	RV	RV	43.33
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											4.76	33.33	47.62	14.29	61.9	71.05
Economically Disadvantaged	100											0	57.14	35.71	7.14	42.86	58.98
Students with Disabilities	RV											RV	RV	RV	RV	RV	41.67
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 6th Grade Literacy																RV	
Female	100											0	45.45	36.36	18.18	54.55	
Male	100											6.67	40	46.67	6.67	53.33	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
6th Grade Mathematics			Annual Measurable Objective (AMO)			67.21				2012 AMO	69.94						AMO
Combined Population	100											11.54	30.77	34.62	23.08	57.69	72.68
TAGG	100											12.5	18.75	43.75	25	68.75	67.39
African American	RV											RV	RV	RV	RV	RV	50.00
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											4.76	33.33	38.1	23.81	61.9	78.07
Economically Disadvantaged	100											14.29	21.43	42.86	21.43	64.29	67.95
Students with Disabilities	RV											RV	RV	RV	RV	RV	37.50
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											9.09	36.36	36.36	18.18	54.55	
Male	100											13.33	26.67	33.33	26.67	60	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	---	---	---	---	---	---	73	73	56
Grade One Math Problems	---	---	---	---	---	---	59	59	56
Grade Two Reading Comprehension	---	---	---	---	---	---	44	44	59
Grade Two Math Problems	---	---	---	---	---	---	41	41	58
Grade Three Reading	---	---	---	---	---	---	51	51	51
Grade Three Math	---	---	---	---	---	---	55	55	55
Grade Four Reading	---	---	---	---	---	---	56	56	53
Grade Four Math	---	---	---	---	---	---	51	51	61
Grade Five Reading	---	---	---	---	---	---	35	35	47
Grade Five Math	---	---	---	---	---	---	38	38	55
Grade Five Science	---	---	---	---	---	---	51	51	60
Grade Six Reading	---	---	---	---	---	---	35	35	46
Grade Six Math	---	---	---	---	---	---	40	40	55
Grade Seven Reading	---	---	---	---	---	---	---	58	50
Grade Seven Math	---	---	---	---	---	---	---	57	54
Grade Seven Science	---	---	---	---	---	---	---	63	61
Grade Eight Reading	---	---	---	---	---	---	---	35	53
Grade Eight Math	---	---	---	---	---	---	---	43	54
Grade Nine Reading Comprehension	---	---	---	---	---	---	---	44	50
Grade Nine Math Concepts and Problems	---	---	---	---	---	---	---	37	49

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT	---	---	---	---	---	---	---		6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)	---	---	---	---	---	---	---		1,790
Number of Students Taking ACT in Grades 9-11	---	---	---	---	---	---	---	18	26,174
Number of Students Taking ACT in Grade 12	---	---	---	---	---	---	---	21	18,507
ACT Reading	---	---	---	---	---	---	---	20.20	21.67
ACT English	---	---	---	---	---	---	---	20.45	21.31
ACT Mathematics	---	---	---	---	---	---	---	19.20	20.73
ACT Science	---	---	---	---	---	---	---	19.10	21.04
ACT Composite	---	---	---	---	---	---	---	19.85	21.31
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test	---	---	---	---	---	---	---	0	897
SAT Critical Reading Mean	---	---	---	---	---	---	---		473
SAT Math Mean	---	---	---	---	---	---	---		472
SAT Writing Mean	---	---	---	---	---	---	---		459
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	---	---	---	---	---	---	---	24	24,364
Number of AP Exams Taken	---	---	---	---	---	---	---	24	42,545
Number of AP Exams Scored 3, 4, or 5	---	---	---	---	---	---	---	2	13,296
Number of Students Taking International Baccalaureate Courses	---	---	---	---	---	---	---		219

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INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
Arkansas ESEA Accountability									
Needs Improvement							Y	2	797
Needs Improvement Priority							N	0	38
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	4
Needs Improvement Focus							N	0	80
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	8
Achieving							N	0	130
Exemplary							N	0	9
				Download 2012 School Report Card for 2012 ESEA results					
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	1			2					
1 - Schools in need of Immediate Improvement		2	428		0	85			
2 - Schools Approaching Standards (Alert)		2	502		1	232			
3 - Schools Meeting Improvement Standards		0	624		0	349			
4 - Schools Exceeding Improvement Standards		0	366		1	264			
5 - Schools of Excellence for Improvement		0	98		0	76			

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Gains)									
Performance (Status) School Rating	4			4					
1 - Schools in need of Immediate Improvement		0	7		0	9			
2 - Schools Approaching Standards (Alert)		0	16		0	10			
3 - Schools Meeting Standards		0	187		0	150			
4 - Schools Exceeding Standards		2	496		2	416			
5 - Schools of Excellence		0	321		0	444			
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited	N	0	859	Y	1	838	Y	2	783
Accredited-Cited	Y	2	185	N	1	212	N	0	249
Accredited-Probationary	N	0	25	N	0	18	N	0	30
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined	94.0 %	96.5 %	94.7 %	95.3 %	95.6 %	95.2 %	94.6 %	94.6 %	94.1 %
Attendance Rate for Targeted Acheivement Gap Group							95.5 %	95.3 %	93.9 %
Attendance Rate African American							95.8 %	96.1 %	94.1 %
Attendance Rate Hispanic							84.8 %	91.7 %	94.5 %
Attendance Rate Caucasian							94.7 %	93.8 %	94.0 %
Attendance Rate Economically Disadvantaged									93.7 %
Attendance Rate Students with Disabilities							95.5 %	95.3 %	94.0 %
Attendance Rate Limited English Proficient									94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Dropout Rate									
Dropout Rate	---	4.29 %	2.58 %	---	2.82 %	2.43 %	---	3.70 %	2.12 %
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined	---	73.5 %	79.6 %	---	76.9 %	84.1 %	---	84.8 %	84.9 %
Graduation Rate for Targeted Acheivement Gap Group	---	62.5 %	74.6 %	---	63.6 %	79.3 %	---	77.8 %	80.5 %
Graduation Rate African American	---	72.7 %	71.4 %	---	66.7 %	78.1 %	---	93.3 %	78.1 %
Graduation Rate Hispanic	---	0.0 %	74.0 %	---	0.0 %	78.0 %	---	100.0 %	81.8 %
Graduation Rate Caucasian	---	73.7 %	83.2 %	---	80.0 %	87.0 %	---	79.3 %	87.8 %
Graduation Rate Economically Disadvantaged	---	60.0 %	74.5 %	---	70.0 %	79.1 %	---	76.9 %	80.3 %
Graduation Rate Students with Disabilities	---	66.7 %	73.8 %	---	50.0 %	79.2 %	---	100.0 %	80.4 %
Graduation Rate Limited English Proficient	---	0.0 %	71.1 %	---	0.0 %	77.3 %	---	0.0 %	80.8 %
Grade Inflation Rate	---	---	---	---	---	---	---	0 %	2.51 %
College Remediation Rate	---	46.2 %	47.8 %	---	58.3 %	49.4 %	---	55.0 %	43.0 %
Enrollment									
October 1 Enrollment	199	409	468,066	201	414	468,656	196	412	471,867

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions	---	---	505	---	---	378	---	3	471
Weapons Incidents	---	---	711	---	---	690	---	1	763
Staff Assaults	---	---	408	---	---	436	---	6	495
Student Assaults	---	2	1,952	---	6	1,944	---	3	2,302

INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	1	1	1,655	2	2	1,534	4	4	1,416
Percent of Students Retained at Grade 1	3.13 %	3.13 %	4.40 %	11.11 %	11.11 %	4.09 %	14.81 %	14.81 %	3.82 %
Number of Students Retained at Grade 2	1	1	633	1	1	594	2	2	558
Percent of Students Retained at Grade 2	4.00 %	4.00 %	1.72 %	3.03 %	3.03 %	1.62 %	9.09 %	9.09 %	1.53 %
Number of Students Retained at Grade 3	0	0	287	1	1	305	3	3	240
Percent of Students Retained at Grade 3	0.00 %	0.00 %	0.78 %	3.85 %	3.85 %	0.84 %	10.00 %	10.00 %	0.66 %
Number of Students Retained at Grade 4	0	0	148	0	0	141	0	0	114
Percent of Students Retained at Grade 4	0.00 %	0.00 %	0.40 %	0.00 %	0.00 %	0.38 %	0.00 %	0.00 %	0.32 %
Number of Students Retained at Grade 5	0	0	105	1	1	84	0	0	101
Percent of Students Retained at Grade 5	0.00 %	0.00 %	0.29 %	3.45 %	3.45 %	0.23 %	0.00 %	0.00 %	0.28 %
Number of Students Retained at Grade 6	0	0	134	0	0	137	0	0	135
Percent of Students Retained at Grade 6	0.00 %	0.00 %	0.37 %	0.00 %	0.00 %	0.37 %	0.00 %	0.00 %	0.37 %
Number of Students Retained at Grade 7	0	3	367	0	2	317	0	7	296
Percent of Students Retained at Grade 7	0.00 %	6.98 %	1.01 %	0.00 %	4.44 %	0.86 %	0.00 %	19.44 %	0.81 %
Number of Students Retained at Grade 8	0	2	392	0	2	253	0	7	251
Percent of Students Retained at Grade 8	0.00 %	8.70 %	1.08 %	0.00 %	4.65 %	0.70 %	0.00 %	15.56 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	---	---	---	---	---	---	94.7 %	98.0 %	97.9 %
% Teachers with Emergency / Provisional Credentials	---	---	---	---	---	---	0.0 %	2.0 %	0.9 %
% Teachers with Bachelor's Degree	86.0 %	74.0 %	61.0 %	86.0 %	67.0 %	59.0 %	100.0 %	78.0 %	59.0 %
% Teachers with Master's Degree	14.0 %	26.0 %	39.0 %	14.0 %	33.0 %	40.0 %	0.0 %	22.0 %	40.0 %
% Teachers with Advanced Degree	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	---	---	---	---	---	---	---	0.0 %	0.9 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	---	0.0 %	---	---	0.0 %	---	---	2.0 %	0.6 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	0.0 %	0.0 %	---	0.0 %	0.0 %	---	7.0 %	2.0 %	0.6 %

School Board Members	Hours of Training
Damon Goodwin	6.00
Steve Mason	6.00
Nathaniel Smith	6.00
Wendy Williamson	3.00
Rod Mills	6.00

INDICATOR: School Choice

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	8.04 %	8.07 %	3.34 %	4.48 %	5.80 %	2.90 %	2.04 %	4.13 %	2.68 %

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		42.0	37.0		42.0	37.2		42.0	37.4
Expenditure Per Student		$10,120	$9,315		$9,948	$9,379		$9,415	$9,324
Average Teacher Salary		$38,960	$46,663		$39,156	$46,946		$42,648	$47,316
Total Expenditures		$5,376,562	$5,171,678,766		$4,552,705	$5,196,885,067		$3,947,716	$5,088,669,535
Instructional Expenditures		$2,400,583	$2,508,579,625		$2,433,982	$2,485,540,210		$2,231,315	$2,472,977,282
Administrative Expenditures		$409,387	$315,455,818		$410,590	$317,870,955		$380,805	$312,346,508
Extracurricular Expenditures		$189,379	$165,701,106		$178,130	$201,604,356		$132,696	$184,520,020
Capital Expenditures		$957,013	$649,987,805		$176,730	$608,547,135		$18,642	$531,101,753
Debt Service Expenditures		$202,414	$226,232,300		$224,278	$267,265,988		$84,873	$235,094,970
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	57.8 %	50.4 %	60.0 %	58.7 %	52.2 %	60.5 %	62.2 %	56.6 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

**Source: FNS National databank for federal fiscal year 2013.
***State Free and Reduced Meal Rate includes preschool and adult education students.

Norphlet High School

School Report Card 2012-2013
600 School St. | Norphlet , AR 71759
870-546-2781

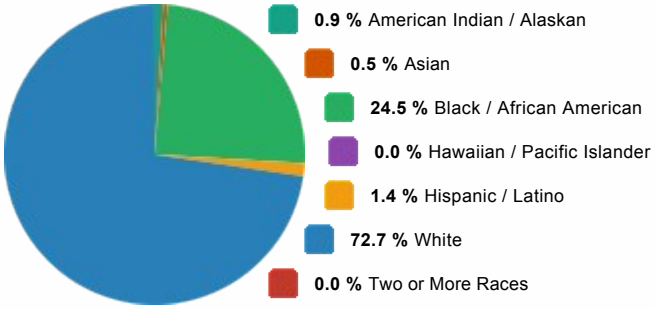
Principal	Raymond Coleman
Superintendent	Albert Snow

SCHOOL CHARACTERISTICS

Enrollment	216
Avg. Class Size	11
Avg. years teaching Experience	7
Per pupil spending	
• District avg.	$9,415
• State avg.	$9,324
School Choice Transfers	13

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics

Limited English proficiency	N/D
Low-income	51 %
Students eligible to receive special education	11 %

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
7th Grade Literacy				Annual Measurable Objective (AMO)		65.56				2012 AMO	68.43						AMO
Combined Population	100											2.94	23.53	32.35	41.18	73.53	71.30
TAGG	100											4.76	23.81	38.1	33.33	71.43	58.33
African American	RV											RV	RV	RV	RV	RV	56.14
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											3.7	14.81	33.33	48.15	81.48	75.00
Economically Disadvantaged	100											4.76	23.81	38.1	33.33	71.43	62.37
Students with Disabilities	RV											RV	RV	RV	RV	RV	27.78
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 7th Grade Literacy																RV	
Female	100											0	5.88	29.41	64.71	94.12	
Male	100											5.88	41.18	35.29	17.65	52.94	
Migrant	RV											RV	RV	RV	RV	RV	
7th Grade Mathematics				Annual Measurable Objective (AMO)		76.00				2012 AMO	78.00						AMO
Combined Population	100											20.59	17.65	32.35	29.41	61.76	80.00
TAGG	100											23.81	19.05	47.62	9.52	57.14	75.18
African American	RV											RV	RV	RV	RV	RV	68.25
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											18.52	11.11	37.04	33.33	70.37	82.91
Economically Disadvantaged	100											23.81	19.05	47.62	9.52	57.14	77.64
Students with Disabilities	RV											RV	RV	RV	RV	RV	40.48
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											5.88	17.65	29.41	47.06	76.47	
Male	100											35.29	17.65	35.29	11.76	47.06	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
7th Grade Science																	
Combined Population	100											26.47	44.12	26.47	2.94	29.41	
TAGG	100											28.57	42.86	28.57	0	28.57	
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											14.81	48.15	33.33	3.7	37.04	
Economically Disadvantaged	100											28.57	42.86	28.57	0	28.57	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											23.53	47.06	23.53	5.88	29.41	
Male	100											29.41	41.18	29.41	0	29.41	
Migrant	RV											RV	RV	RV	RV	RV	
8th Grade Literacy			Annual Measurable Objective (AMO)			65.56				2012 AMO	68.43						AMO
Combined Population	100											6.98	13.95	48.84	30.23	79.07	71.30
TAGG	100											12.5	20.83	50	16.67	66.67	58.33
African American	RV											RV	RV	RV	RV	RV	56.14
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											6.25	6.25	53.12	34.38	87.5	75.00
Economically Disadvantaged	100											4.76	19.05	57.14	19.05	76.19	62.37
Students with Disabilities	RV											RV	RV	RV	RV	RV	27.78
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 8th Grade Literacy																RV	
Female	100											3.7	3.7	55.56	37.04	92.59	
Male	100											12.5	31.25	37.5	18.75	56.25	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
8th Grade Mathematics				Annual Measurable Objective (AMO)		76.00				2012 AMO	78.00						AMO
Combined Population	100											25.58	20.93	41.86	11.63	53.49	80.00
TAGG	100											41.67	25	29.17	4.17	33.33	75.18
African American	RV											RV	RV	RV	RV	RV	68.25
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											15.62	21.88	46.88	15.62	62.5	82.91
Economically Disadvantaged	100											33.33	28.57	33.33	4.76	38.1	77.64
Students with Disabilities	RV											RV	RV	RV	RV	RV	40.48
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											14.81	25.93	48.15	11.11	59.26	
Male	100											43.75	12.5	31.25	12.5	43.75	
Migrant	RV											RV	RV	RV	RV	RV	
EOC Algebra I				Annual Measurable Objective (AMO)		76.00				2012 AMO	78.00						AMO
Combined Population	90.32											8.33	41.67	41.67	8.33	50	80.00
TAGG	83.33											9.09	36.36	45.45	9.09	54.55	75.18
African American	RV											RV	RV	RV	RV	RV	68.25
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	91.67											9.52	42.86	42.86	4.76	47.62	82.91
Economically Disadvantaged	81.25											9.09	36.36	45.45	9.09	54.55	77.64
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	93.75											7.14	42.86	35.71	14.29	50	
Male	86.67											10	40	50	0	50	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
EOC Geometry			Annual Measurable Objective (AMO)			76.00				2012 AMO	78.00						AMO
Combined Population	RV											RV	RV	RV	RV	RV	80.00
TAGG	RV											RV	RV	RV	RV	RV	75.18
African American	RV											RV	RV	RV	RV	RV	68.25
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	RV											RV	RV	RV	RV	RV	82.91
Economically Disadvantaged	RV											RV	RV	RV	RV	RV	77.64
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	RV											RV	RV	RV	RV	RV	
Male	RV											RV	RV	RV	RV	RV	
Migrant	RV											RV	RV	RV	RV	RV	
EOC Biology																	
Combined Population	100											25	40	30	5	35	
TAGG	RV											RV	RV	RV	RV	RV	
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											27.78	38.89	33.33	0	33.33	
Economically Disadvantaged	RV											RV	RV	RV	RV	RV	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											27.27	27.27	36.36	9.09	45.45	
Male	RV											RV	RV	RV	RV	RV	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
Grade 11 Literacy			Annual Measurable Objective (AMO)			65.56				2012 AMO	68.43						AMO
Combined Population	100											0	9.38	43.75	46.88	90.62	71.30
TAGG	100											0	18.75	62.5	18.75	81.25	58.33
African American	RV											RV	RV	RV	RV	RV	56.14
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											0	8	40	52	92	75.00
Economically Disadvantaged	100											0	7.14	71.43	21.43	92.86	62.37
Students with Disabilities	RV											RV	RV	RV	RV	RV	27.78
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in Grade 11 Literacy																RV	
Female	100											0	0	35.29	64.71	100	
Male	100											0	20	53.33	26.67	80	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	---	---	---	---	---	---	---	73	56
Grade One Math Problems	---	---	---	---	---	---	---	59	56
Grade Two Reading Comprehension	---	---	---	---	---	---	---	44	59
Grade Two Math Problems	---	---	---	---	---	---	---	41	58
Grade Three Reading	---	---	---	---	---	---	---	51	51
Grade Three Math	---	---	---	---	---	---	---	55	55
Grade Four Reading	---	---	---	---	---	---	---	56	53
Grade Four Math	---	---	---	---	---	---	---	51	61
Grade Five Reading	---	---	---	---	---	---	---	35	47
Grade Five Math	---	---	---	---	---	---	---	38	55
Grade Five Science	---	---	---	---	---	---	---	51	60
Grade Six Reading	---	---	---	---	---	---	---	35	46
Grade Six Math	---	---	---	---	---	---	---	40	55
Grade Seven Reading	---	---	---	---	---	---	58	58	50
Grade Seven Math	---	---	---	---	---	---	57	57	54
Grade Seven Science	---	---	---	---	---	---	63	63	61
Grade Eight Reading	---	---	---	---	---	---	35	35	53
Grade Eight Math	---	---	---	---	---	---	43	43	54
Grade Nine Reading Comprehension	---	---	---	---	---	---	44	44	50
Grade Nine Math Concepts and Problems	---	---	---	---	---	---	37	37	49

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT	---	---	---	---	---	---			6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)	---	---	---	---	---	---			1,790
Number of Students Taking ACT in Grades 9-11	---	---	---	---	---	---	18	18	26,174
Number of Students Taking ACT in Grade 12	---	---	---	---	---	---	21	21	18,507
ACT Reading	---	---	---	---	---	---	20.20	20.20	21.67
ACT English	---	---	---	---	---	---	20.45	20.45	21.31
ACT Mathematics	---	---	---	---	---	---	19.20	19.20	20.73
ACT Science	---	---	---	---	---	---	19.10	19.10	21.04
ACT Composite	---	---	---	---	---	---	19.85	19.85	21.31
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test	---	---	---	---	---	---	0	0	897
SAT Critical Reading Mean	---	---	---	---	---	---			473
SAT Math Mean	---	---	---	---	---	---			472
SAT Writing Mean	---	---	---	---	---	---			459
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	---	---	---	---	---	---	24	24	24,364
Number of AP Exams Taken	---	---	---	---	---	---	24	24	42,545
Number of AP Exams Scored 3, 4, or 5	---	---	---	---	---	---	2	2	13,296
Number of Students Taking International Baccalaureate Courses	---	---	---	---	---	---			219

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INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
Arkansas ESEA Accountability									
Needs Improvement							Y	2	797
Needs Improvement Priority							N	0	38
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	4
Needs Improvement Focus							N	0	80
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	8
Achieving							N	0	130
Exemplary							N	0	9
				Download 2012 School Report Card for 2012 ESEA results					
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	2			4					
1 - Schools in need of Immediate Improvement		2	428		0	85			
2 - Schools Approaching Standards (Alert)		2	502		1	232			
3 - Schools Meeting Improvement Standards		0	624		0	349			
4 - Schools Exceeding Improvement Standards		0	366		1	264			
5 - Schools of Excellence for Improvement		0	98		0	76			

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Gains)									
Performance (Status) School Rating	4			4					
1 - Schools in need of Immediate Improvement		0	7		0	9			
2 - Schools Approaching Standards (Alert)		0	16		0	10			
3 - Schools Meeting Standards		0	187		0	150			
4 - Schools Exceeding Standards		2	496		2	416			
5 - Schools of Excellence		0	321		0	444			
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited	N	0	859	N	1	838	Y	2	783
Accredited-Cited	Y	2	185	Y	1	212	N	0	249
Accredited-Probationary	N	0	25	N	0	18	N	0	30
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined	98.9 %	96.5 %	94.7 %	96.0 %	95.6 %	95.2 %	94.6 %	94.6 %	94.1 %
Attendance Rate for Targeted Acheivement Gap Group							95.2 %	95.3 %	93.9 %
Attendance Rate African American							96.4 %	96.1 %	94.1 %
Attendance Rate Hispanic							98.7 %	91.7 %	94.5 %
Attendance Rate Caucasian							92.9 %	93.8 %	94.0 %
Attendance Rate Economically Disadvantaged									93.7 %
Attendance Rate Students with Disabilities							95.2 %	95.3 %	94.0 %
Attendance Rate Limited English Proficient									94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Dropout Rate									
Dropout Rate	4.29 %	4.29 %	2.58 %	2.82 %	2.82 %	2.43 %	3.70 %	3.70 %	2.12 %
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined	73.5 %	73.5 %	79.6 %	76.9 %	76.9 %	84.1 %	84.8 %	84.8 %	84.9 %
Graduation Rate for Targeted Acheivement Gap Group	62.5 %	62.5 %	74.6 %	63.6 %	63.6 %	79.3 %	77.8 %	77.8 %	80.5 %
Graduation Rate African American	72.7 %	72.7 %	71.4 %	66.7 %	66.7 %	78.1 %	93.3 %	93.3 %	78.1 %
Graduation Rate Hispanic	0.0 %	0.0 %	74.0 %	0.0 %	0.0 %	78.0 %	100.0 %	100.0 %	81.8 %
Graduation Rate Caucasian	73.7 %	73.7 %	83.2 %	80.0 %	80.0 %	87.0 %	79.3 %	79.3 %	87.8 %
Graduation Rate Economically Disadvantaged	60.0 %	60.0 %	74.5 %	70.0 %	70.0 %	79.1 %	76.9 %	76.9 %	80.3 %
Graduation Rate Students with Disabilities	66.7 %	66.7 %	73.8 %	50.0 %	50.0 %	79.2 %	100.0 %	100.0 %	80.4 %
Graduation Rate Limited English Proficient	0.0 %	0.0 %	71.1 %	0.0 %	0.0 %	77.3 %	0.0 %	0.0 %	80.8 %
Grade Inflation Rate	---	---	---	---	---	---	0 %	0 %	2.51 %
College Remediation Rate	---	46.2 %	47.8 %	---	58.3 %	49.4 %	52.4 %	55.0 %	43.0 %
Enrollment									
October 1 Enrollment	210	409	468,066	213	414	468,656	216	412	471,867

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions	---	---	505	---	---	378	3	3	471
Weapons Incidents	---	---	711	---	---	690	1	1	763
Staff Assaults	---	---	408	---	---	436	6	6	495
Student Assaults	2	2	1,952	6	6	1,944	3	3	2,302

INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	0	1	1,655	0	2	1,534	0	4	1,416
Percent of Students Retained at Grade 1	0.00 %	3.13 %	4.40 %	0.00 %	11.11 %	4.09 %	0.00 %	14.81 %	3.82 %
Number of Students Retained at Grade 2	0	1	633	0	1	594	0	2	558
Percent of Students Retained at Grade 2	0.00 %	4.00 %	1.72 %	0.00 %	3.03 %	1.62 %	0.00 %	9.09 %	1.53 %
Number of Students Retained at Grade 3	0	0	287	0	1	305	0	3	240
Percent of Students Retained at Grade 3	0.00 %	0.00 %	0.78 %	0.00 %	3.85 %	0.84 %	0.00 %	10.00 %	0.66 %
Number of Students Retained at Grade 4	0	0	148	0	0	141	0	0	114
Percent of Students Retained at Grade 4	0.00 %	0.00 %	0.40 %	0.00 %	0.00 %	0.38 %	0.00 %	0.00 %	0.32 %
Number of Students Retained at Grade 5	0	0	105	0	1	84	0	0	101
Percent of Students Retained at Grade 5	0.00 %	0.00 %	0.29 %	0.00 %	3.45 %	0.23 %	0.00 %	0.00 %	0.28 %
Number of Students Retained at Grade 6	0	0	134	0	0	137	0	0	135
Percent of Students Retained at Grade 6	0.00 %	0.00 %	0.37 %	0.00 %	0.00 %	0.37 %	0.00 %	0.00 %	0.37 %
Number of Students Retained at Grade 7	3	3	367	2	2	317	7	7	296
Percent of Students Retained at Grade 7	6.98 %	6.98 %	1.01 %	4.44 %	4.44 %	0.86 %	19.44 %	19.44 %	0.81 %
Number of Students Retained at Grade 8	2	2	392	2	2	253	7	7	251
Percent of Students Retained at Grade 8	8.70 %	8.70 %	1.08 %	4.65 %	4.65 %	0.70 %	15.56 %	15.56 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	---	---	---	---	---	---	100.0 %	98.0 %	97.9 %
% Teachers with Emergency / Provisional Credentials	---	---	---	---	---	---	2.8 %	2.0 %	0.9 %
% Teachers with Bachelor's Degree	64.0 %	74.0 %	61.0 %	54.0 %	67.0 %	59.0 %	60.0 %	78.0 %	59.0 %
% Teachers with Master's Degree	36.0 %	26.0 %	39.0 %	46.0 %	33.0 %	40.0 %	40.0 %	22.0 %	40.0 %
% Teachers with Advanced Degree	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	---	---	---	---	---	---	---	0.0 %	0.9 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	0.0 %	0.0 %	---	0.0 %	0.0 %	---	2.0 %	2.0 %	0.6 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	0.0 %	0.0 %	---	0.0 %	0.0 %	---	2.0 %	2.0 %	0.6 %

School Board Members	Hours of Training
Damon Goodwin	6.00
Steve Mason	6.00
Nathaniel Smith	6.00
Wendy Williamson	3.00
Rod Mills	6.00

INDICATOR: School Choice

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	8.10 %	8.07 %	3.34 %	7.04 %	5.80 %	2.90 %	6.02 %	4.13 %	2.68 %

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		42.0	37.0		42.0	37.2		42.0	37.4
Expenditure Per Student		$10,120	$9,315		$9,948	$9,379		$9,415	$9,324
Average Teacher Salary		$38,960	$46,663		$39,156	$46,946		$42,648	$47,316
Total Expenditures		$5,376,562	$5,171,678,766		$4,552,705	$5,196,885,067		$3,947,716	$5,088,669,535
Instructional Expenditures		$2,400,583	$2,508,579,625		$2,433,982	$2,485,540,210		$2,231,315	$2,472,977,282
Administrative Expenditures		$409,387	$315,455,818		$410,590	$317,870,955		$380,805	$312,346,508
Extracurricular Expenditures		$189,379	$165,701,106		$178,130	$201,604,356		$132,696	$184,520,020
Capital Expenditures		$957,013	$649,987,805		$176,730	$608,547,135		$18,642	$531,101,753
Debt Service Expenditures		$202,414	$226,232,300		$224,278	$267,265,988		$84,873	$235,094,970
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	43.3 %	50.4 %	60.0 %	46.0 %	52.2 %	60.5 %	51.4 %	56.6 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

**Source: FNS National databank for federal fiscal year 2013.
***State Free and Reduced Meal Rate includes preschool and adult education students.

Smackover School District

District Report Card 2012-2013
112 E. Eighth St | Smackover , AR 71762
870-725-3132

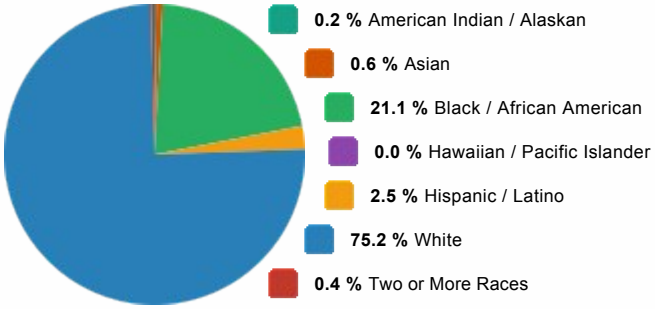
Superintendent Don Smeltzer

DISTRICT CHARACTERISTICS

Enrollment	806
Avg. Class Size	14
Avg. years teaching Experience	13
Per pupil spending	
• District avg.	$9,313
• State avg.	$9,324
School Choice Transfers	15

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics

Limited English proficiency	0 %
Low-income	50 %
Students eligible to receive special education	10 %

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
3rd Grade Literacy				Annual Measurable Objective (AMO)		72.02				2012 AMO	74.35						AMO
Combined Population	100											2.63	7.89	15.79	73.68	89.47	76.68
TAGG	100											4.44	11.11	11.11	73.33	84.44	66.89
African American	100											6.25	18.75	0	75	75	62.58
Hispanic	RV											RV	RV	RV	RV	RV	66.67
Caucasian	100											1.75	3.51	21.05	73.68	94.74	81.43
Economically Disadvantaged	100											4.88	12.2	12.2	70.73	82.93	68.41
Students with Disabilities	RV											RV	RV	RV	RV	RV	32.02
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy																RV	
Female	100											0	6.98	11.63	81.4	93.02	
Male	100											6.06	9.09	21.21	63.64	84.85	
Migrant	RV											RV	RV	RV	RV	RV	
3rd Grade Mathematics				Annual Measurable Objective (AMO)		74.58				2012 AMO	76.70						AMO
Combined Population	100											0	3.95	32.89	63.16	96.05	78.82
TAGG	100											0	6.67	33.33	60	93.33	69.73
African American	100											0	6.25	56.25	37.5	93.75	57.92
Hispanic	RV											RV	RV	RV	RV	RV	81.48
Caucasian	100											0	3.51	26.32	70.18	96.49	84.30
Economically Disadvantaged	100											0	7.32	36.59	56.1	92.68	70.48
Students with Disabilities	RV											RV	RV	RV	RV	RV	41.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	0	39.53	60.47	100	
Male	100											0	9.09	24.24	66.67	90.91	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
4th Grade Literacy				Annual Measurable Objective (AMO)		72.02				2012 AMO	74.35						AMO
Combined Population	100											3.33	10	35	51.67	86.67	76.68
TAGG	100											5.71	11.43	40	42.86	82.86	66.89
African American	100											0	7.14	57.14	35.71	92.86	62.58
Hispanic	RV											RV	RV	RV	RV	RV	66.67
Caucasian	100											4.55	9.09	29.55	56.82	86.36	81.43
Economically Disadvantaged	100											2.94	11.76	41.18	44.12	85.29	68.41
Students with Disabilities	RV											RV	RV	RV	RV	RV	32.02
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 4th Grade Literacy																RV	
Female	100											2.94	5.88	35.29	55.88	91.18	
Male	100											3.85	15.38	34.62	46.15	80.77	
Migrant	RV											RV	RV	RV	RV	RV	
4th Grade Mathematics				Annual Measurable Objective (AMO)		74.58				2012 AMO	76.70						AMO
Combined Population	100											0	11.67	35	53.33	88.33	78.82
TAGG	100											0	17.14	48.57	34.29	82.86	69.73
African American	100											0	14.29	57.14	28.57	85.71	57.92
Hispanic	RV											RV	RV	RV	RV	RV	81.48
Caucasian	100											0	9.09	29.55	61.36	90.91	84.30
Economically Disadvantaged	100											0	17.65	47.06	35.29	82.35	70.48
Students with Disabilities	RV											RV	RV	RV	RV	RV	41.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	11.76	41.18	47.06	88.24	
Male	100											0	11.54	26.92	61.54	88.46	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
5th Grade Literacy				Annual Measurable Objective (AMO)		72.02				2012 AMO	74.35						AMO
Combined Population	100											1.85	9.26	27.78	61.11	88.89	76.68
TAGG	100											3.33	13.33	33.33	50	83.33	66.89
African American	RV											RV	RV	RV	RV	RV	62.58
Hispanic	RV											RV	RV	RV	RV	RV	66.67
Caucasian	100											2.33	6.98	18.6	72.09	90.7	81.43
Economically Disadvantaged	100											3.33	13.33	33.33	50	83.33	68.41
Students with Disabilities	RV											RV	RV	RV	RV	RV	32.02
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 5th Grade Literacy																RV	
Female	100											0	0	23.08	76.92	100	
Male	100											3.57	17.86	32.14	46.43	78.57	
Migrant	RV											RV	RV	RV	RV	RV	
5th Grade Mathematics				Annual Measurable Objective (AMO)		74.58				2012 AMO	76.70						AMO
Combined Population	100											12.96	7.41	38.89	40.74	79.63	78.82
TAGG	100											16.67	13.33	43.33	26.67	70	69.73
African American	RV											RV	RV	RV	RV	RV	57.92
Hispanic	RV											RV	RV	RV	RV	RV	81.48
Caucasian	100											9.3	6.98	34.88	48.84	83.72	84.30
Economically Disadvantaged	100											16.67	13.33	43.33	26.67	70	70.48
Students with Disabilities	RV											RV	RV	RV	RV	RV	41.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	11.54	38.46	50	88.46	
Male	100											25	3.57	39.29	32.14	71.43	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
5th Grade Science																	
Combined Population	100											3.7	35.19	46.3	14.81	61.11	
TAGG	100											6.67	43.33	46.67	3.33	50	
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											2.33	30.23	51.16	16.28	67.44	
Economically Disadvantaged	100											6.67	43.33	46.67	3.33	50	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	30.77	61.54	7.69	69.23	
Male	100											7.14	39.29	32.14	21.43	53.57	
Migrant	RV											RV	RV	RV	RV	RV	
6th Grade Literacy			Annual Measurable Objective (AMO)			72.02				2012 AMO	74.35						AMO
Combined Population	100											4.76	11.11	42.86	41.27	84.13	76.68
TAGG	100											12.5	12.5	54.17	20.83	75	66.89
African American	RV											RV	RV	RV	RV	RV	62.58
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											3.77	9.43	41.51	45.28	86.79	81.43
Economically Disadvantaged	100											12.5	12.5	54.17	20.83	75	68.41
Students with Disabilities	RV											RV	RV	RV	RV	RV	32.02
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 6th Grade Literacy																RV	
Female	100											0	2.94	50	47.06	97.06	
Male	100											10.34	20.69	34.48	34.48	68.97	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
6th Grade Mathematics				Annual Measurable Objective (AMO)		74.58				2012 AMO	76.70						AMO
Combined Population	100											1.59	11.11	30.16	57.14	87.3	78.82
TAGG	100											4.17	20.83	41.67	33.33	75	69.73
African American	RV											RV	RV	RV	RV	RV	57.92
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											0	9.43	28.3	62.26	90.57	84.30
Economically Disadvantaged	100											4.17	20.83	41.67	33.33	75	70.48
Students with Disabilities	RV											RV	RV	RV	RV	RV	41.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	5.88	29.41	64.71	94.12	
Male	100											3.45	17.24	31.03	48.28	79.31	
Migrant	RV											RV	RV	RV	RV	RV	
7th Grade Literacy				Annual Measurable Objective (AMO)		72.02				2012 AMO	74.35						AMO
Combined Population	96.97											5	21.67	50	23.33	73.33	76.68
TAGG	97.44											8.57	25.71	54.29	11.43	65.71	66.89
African American	100											8.33	25	41.67	25	66.67	62.58
Hispanic	RV											RV	RV	RV	RV	RV	66.67
Caucasian	95.74											4.55	22.73	50	22.73	72.73	81.43
Economically Disadvantaged	100											8.57	25.71	54.29	11.43	65.71	68.41
Students with Disabilities	RV											RV	RV	RV	RV	RV	32.02
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 7th Grade Literacy																RV	
Female	96.15											0	17.39	56.52	26.09	82.61	
Male	97.5											8.11	24.32	45.95	21.62	67.57	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
7th Grade Mathematics			Annual Measurable Objective (AMO)			74.58				2012 AMO	76.70						AMO
Combined Population	96.97											21.67	23.33	25	30	55	78.82
TAGG	97.44											34.29	28.57	25.71	11.43	37.14	69.73
African American	100											50	16.67	16.67	16.67	33.33	57.92
Hispanic	RV											RV	RV	RV	RV	RV	81.48
Caucasian	95.74											15.91	25	25	34.09	59.09	84.30
Economically Disadvantaged	100											34.29	28.57	25.71	11.43	37.14	70.48
Students with Disabilities	RV											RV	RV	RV	RV	RV	41.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	96.15											17.39	30.43	30.43	21.74	52.17	
Male	97.5											24.32	18.92	21.62	35.14	56.76	
Migrant	RV											RV	RV	RV	RV	RV	
7th Grade Science																	
Combined Population	96.97											28.33	41.67	26.67	3.33	30	
TAGG	97.44											34.29	51.43	11.43	2.86	14.29	
African American	100											58.33	25	16.67	0	16.67	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	95.74											22.73	43.18	29.55	4.55	34.09	
Economically Disadvantaged	100											34.29	51.43	11.43	2.86	14.29	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	96.15											30.43	47.83	21.74	0	21.74	
Male	97.5											27.03	37.84	29.73	5.41	35.14	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
8th Grade Literacy				Annual Measurable Objective (AMO)		72.02				2012 AMO	74.35						AMO
Combined Population	100											12.12	25.76	33.33	28.79	62.12	76.68
TAGG	100											25	37.5	28.12	9.38	37.5	66.89
African American	100											7.69	46.15	38.46	7.69	46.15	62.58
Hispanic	RV											RV	RV	RV	RV	RV	66.67
Caucasian	100											11.54	21.15	32.69	34.62	67.31	81.43
Economically Disadvantaged	100											20.69	37.93	31.03	10.34	41.38	68.41
Students with Disabilities	100											70	30	0	0	0	32.02
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 8th Grade Literacy																RV	
Female	100											6.06	15.15	36.36	42.42	78.79	
Male	100											18.18	36.36	30.3	15.15	45.45	
Migrant	RV											RV	RV	RV	RV	RV	
8th Grade Mathematics				Annual Measurable Objective (AMO)		74.58				2012 AMO	76.70						AMO
Combined Population	100											15.15	22.73	37.88	24.24	62.12	78.82
TAGG	100											25	34.38	25	15.62	40.62	69.73
African American	100											23.08	38.46	38.46	0	38.46	57.92
Hispanic	RV											RV	RV	RV	RV	RV	81.48
Caucasian	100											11.54	19.23	38.46	30.77	69.23	84.30
Economically Disadvantaged	100											20.69	34.48	27.59	17.24	44.83	70.48
Students with Disabilities	100											80	10	10	0	10	41.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											9.09	18.18	48.48	24.24	72.73	
Male	100											21.21	27.27	27.27	24.24	51.52	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
EOC Algebra I				Annual Measurable Objective (AMO)		74.58				2012 AMO	76.70						AMO
Combined Population	95.71											1.72	13.79	41.38	43.1	84.48	78.82
TAGG	97.3											3.45	24.14	44.83	27.59	72.41	69.73
African American	100											0	28.57	57.14	14.29	71.43	57.92
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	94.34											2.33	9.3	34.88	53.49	88.37	84.30
Economically Disadvantaged	96.88											3.45	24.14	44.83	27.59	72.41	70.48
Students with Disabilities	RV											RV	RV	RV	RV	RV	41.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	15.38	38.46	46.15	84.62	
Male	92.68											3.12	12.5	43.75	40.62	84.38	
Migrant	RV											RV	RV	RV	RV	RV	
EOC Geometry				Annual Measurable Objective (AMO)		74.58				2012 AMO	76.70						AMO
Combined Population	100											7.25	26.09	53.62	13.04	66.67	78.82
TAGG	100											14.29	32.14	46.43	7.14	53.57	69.73
African American	100											38.46	30.77	30.77	0	30.77	57.92
Hispanic	RV											RV	RV	RV	RV	RV	81.48
Caucasian	100											0	22.64	60.38	16.98	77.36	84.30
Economically Disadvantaged	100											14.29	32.14	46.43	7.14	53.57	70.48
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											13.51	29.73	40.54	16.22	56.76	
Male	100											0	21.88	68.75	9.38	78.12	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
EOC Biology																	
Combined Population	100											27.12	42.37	25.42	5.08	30.51	
TAGG	100											42.31	42.31	15.38	0	15.38	
African American	100											53.33	46.67	0	0	0	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											16.28	41.86	34.88	6.98	41.86	
Economically Disadvantaged	100											44	44	12	0	12	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											39.29	46.43	14.29	0	14.29	
Male	100											16.13	38.71	35.48	9.68	45.16	
Migrant	RV											RV	RV	RV	RV	RV	
Grade 11 Literacy			Annual Measurable Objective (AMO)			72.02				2012 AMO	74.35						AMO
Combined Population	96.15											2.13	23.4	48.94	25.53	74.47	76.68
TAGG	96											4.55	31.82	36.36	27.27	63.64	66.89
African American	90.91											9.09	36.36	36.36	18.18	54.55	62.58
Hispanic	RV											RV	RV	RV	RV	RV	66.67
Caucasian	97.44											0	17.65	55.88	26.47	82.35	81.43
Economically Disadvantaged	95.83											4.55	31.82	36.36	27.27	63.64	68.41
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in Grade 11 Literacy																RV	
Female	100											0	22.58	51.61	25.81	77.42	
Male	89.47											6.25	25	43.75	25	68.75	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
4th Grade Literacy										
All Students	37	33	24	6	30	34	34	25	7	32
African American	60	29	10	1	11	55	30	13	2	15
Hispanic	50	32	15	3	18	43	33	19	5	24
Caucasian	28	34	30	8	38	26	36	30	8	38
Economically Disadvantaged	47	33	18	3	21	44	34	19	3	22
Students with Disabilities	75	16	8	1	9	72	19	8	2	10
Limited English Proficient	59	27	12	2	14	53	31	15	2	17
4th Grade Mathematics										
All Students	19	43	33	4	37	17	44	34	5	39
African American	42	42	15	1	16	36	47	16	0	16
Hispanic	24	48	25	3	28	21	48	28	2	30
Caucasian	12	43	39	6	45	11	42	40	7	47
Economically Disadvantaged	27	47	24	2	26	23	49	26	2	28
Students with Disabilities	50	35	14	1	15	44	37	16	2	18
Limited English Proficient	26	50	24	1	25	24	49	24	3	27

NAEP Participation Rates

4th Grade Students with Disabilities (Literacy) = 89.00
4th Grade Limited English Proficient (Literacy) = 98.00
4th Grade Students with Disabilities (Mathematics) = 92.00
4th Grade Limited English Proficient (Mathematics) = 98.00

4th Grade Students with Disabilities (Literacy) = 92.00
4th Grade Limited English Proficient (Literacy) = 98.00
4th Grade Students with Disabilities (Mathematics) = 90.00
4th Grade Limited English Proficient (Mathematics) = 99.00

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
8th Grade Literacy										
All Students	29	43	26	2	28	27	43	27	3	30
African American	54	36	9	0	9	47	41	12	1	13
Hispanic	36	44	20	1	21	31	48	20	1	21
Caucasian	21	44	33	2	35	20	42	33	4	37
Economically Disadvantaged	40	42	17	1	18	36	44	19	1	20
Students with Disabilities	74	21	4	0	4	70	23	6	1	7
Limited English Proficient	53	39	7	1	8	45	43	12	0	12
8th Grade Mathematics										
All Students	30	41	24	5	29	31	41	23	5	28
African American	56	35	8	1	9	59	32	9	0	9
Hispanic	36	44	18	2	20	32	48	18	2	20
Caucasian	21	42	31	6	37	22	44	28	6	34
Economically Disadvantaged	40	42	16	2	18	42	42	15	2	17
Students with Disabilities	78	19	3	0	3	73	21	5	1	6
Limited English Proficient	53	39	8	1	9	42	46	11	1	12

NAEP Participation Rates

2010-2011	2012-2013
8th Grade Students with Disabilities (Literacy) = 87.00 8th Grade Limited English Proficient (Literacy) = 98.00 8th Grade Students with Disabilities (Mathematics) = 88.00 8th Grade Limited English Proficient (Mathematics) = 96.00	8th Grade Students with Disabilities (Literacy) = 83.00 8th Grade Limited English Proficient (Literacy) = 96.00 8th Grade Students with Disabilities (Mathematics) = 84.00 8th Grade Limited English Proficient (Mathematics) = 96.00

INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension		---	---		---	---		59	56
Grade One Math Problems		---	---		---	---		58	56
Grade Two Reading Comprehension		---	---		---	---		49	59
Grade Two Math Problems		---	---		---	---		53	58
Grade Three Reading		---	---		---	---		51	51
Grade Three Math		---	---		---	---		57	55
Grade Four Reading		---	---		---	---		51	53
Grade Four Math		---	---		---	---		57	61
Grade Five Reading		---	---		---	---		42	47
Grade Five Math		---	---		---	---		50	55
Grade Five Science		---	---		---	---		57	60
Grade Six Reading		---	---		---	---		50	46
Grade Six Math		---	---		---	---		61	55
Grade Seven Reading		---	---		---	---		43	50
Grade Seven Math		---	---		---	---		46	54
Grade Seven Science		---	---		---	---		55	61
Grade Eight Reading		---	---		---	---		51	53
Grade Eight Math		---	---		---	---		48	54
Grade Nine Reading Comprehension		---	---		---	---		54	50
Grade Nine Math Concepts and Problems		---	---		---	---		49	49

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT		---	---		---	---		42	6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)		---	---		---	---			1,790
Number of Students Taking ACT in Grades 9-11		---	---		---	---		54	26,174
Number of Students Taking ACT in Grade 12		---	---		---	---		34	18,507
ACT Reading		---	---		---	---		22.08	21.67
ACT English		---	---		---	---		22.56	21.31
ACT Mathematics		---	---		---	---		21.44	20.73
ACT Science		---	---		---	---		22.48	21.04
ACT Composite		---	---		---	---		22.24	21.31
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test		---	---		---	---		1	897
SAT Critical Reading Mean		---	---		---	---			473
SAT Math Mean		---	---		---	---			472
SAT Writing Mean		---	---		---	---			459
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses		---	---		---	---		44	24,364
Number of AP Exams Taken		---	---		---	---		76	42,545
Number of AP Exams Scored 3, 4, or 5		---	---		---	---		15	13,296
Number of Students Taking International Baccalaureate Courses		---	---		---	---			219

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Smackover School District - 7008000

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
Arkansas ESEA Accountability									
Needs Improvement								1	797
Needs Improvement Priority								0	38
Needs Improvement Priority Met Year 1 Exit Criteria								0	4
Needs Improvement Focus								0	80
Needs Improvement Focus Met Year 1 Exit Criteria								0	8
Achieving								0	130
Exemplary								1	9
				Download 2012 School Report Card for 2012 ESEA results					
Improvement School Rating (Gains)									
Improvement (Gain) School Rating									
1 - Schools in need of Immediate Improvement		0	428		0	85			
2 - Schools Approaching Standards (Alert)		2	502		1	232			
3 - Schools Meeting Improvement Standards		2	624		1	349			
4 - Schools Exceeding Improvement Standards		0	366		0	264			
5 - Schools of Excellence for Improvement		0	98		0	76			

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Gains)									
Performance (Status) School Rating									
1 - Schools in need of Immediate Improvement			7			9			
2 - Schools Approaching Standards (Alert)			16			10			
3 - Schools Meeting Standards			187			150			
4 - Schools Exceeding Standards			496			416			
5 - Schools of Excellence			321			444			
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited		2	859		0	838		1	783
Accredited-Cited		0	185		2	212		1	249
Accredited-Probationary		0	25		0	18		0	30
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined		94.8 %	94.7 %		95.7 %	95.2 %		95.0 %	94.1 %
Attendance Rate for Targeted Acheivement Gap Group								94.6 %	93.9 %
Attendance Rate African American								95.8 %	94.1 %
Attendance Rate Hispanic								94.3 %	94.5 %
Attendance Rate Caucasian								94.6 %	94.0 %
Attendance Rate Economically Disadvantaged									93.7 %
Attendance Rate Students with Disabilities								94.7 %	94.0 %
Attendance Rate Limited English Proficient								94.3 %	94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Dropout Rate									
Dropout Rate		1.22 %	2.58 %		1.49 %	2.43 %		1.53 %	2.12 %
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined		84.5 %	79.6 %		93.2 %	84.1 %		92.3 %	84.9 %
Graduation Rate for Targeted Acheivement Gap Group		82.8 %	74.6 %		88.2 %	79.3 %		92.3 %	80.5 %
Graduation Rate African American		100.0 %	71.4 %		95.2 %	78.1 %		88.9 %	78.1 %
Graduation Rate Hispanic		100.0 %	74.0 %		100.0 %	78.0 %		0.0 %	81.8 %
Graduation Rate Caucasian		83.6 %	83.2 %		91.3 %	87.0 %		93.6 %	87.8 %
Graduation Rate Economically Disadvantaged		80.8 %	74.5 %		86.2 %	79.1 %		91.7 %	80.3 %
Graduation Rate Students with Disabilities		100.0 %	73.8 %		100.0 %	79.2 %		100.0 %	80.4 %
Graduation Rate Limited English Proficient		100.0 %	71.1 %		100.0 %	77.3 %		0.0 %	80.8 %
Grade Inflation Rate		---	---		---	---		5.71 %	2.51 %
College Remediation Rate		52.0 %	47.8 %		55.3 %	49.4 %		56.7 %	43.0 %
Enrollment									
October 1 Enrollment		857	468,066		822	468,656		806	471,867

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents		100 %	100 %		100 %	100 %		100 %	100 %
Discipline Training Provided to Staff		100 %	100 %		100 %	100 %		100 %	100 %
Parental Involvement Plan Adopted		100 %	100 %		100 %	100 %		100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions		1	505		---	378		---	471
Weapons Incidents		1	711		---	690		2	763
Staff Assaults		---	408		---	436		---	495
Student Assaults		---	1,952		---	1,944		3	2,302

INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1		6	1,655		1	1,534		3	1,416
Percent of Students Retained at Grade 1		7.50 %	4.40 %		2.44 %	4.09 %		6.00 %	3.82 %
Number of Students Retained at Grade 2		3	633		0	594		3	558
Percent of Students Retained at Grade 2		4.62 %	1.72 %		0.00 %	1.62 %		7.69 %	1.53 %
Number of Students Retained at Grade 3		1	287		0	305		0	240
Percent of Students Retained at Grade 3		1.69 %	0.78 %		0.00 %	0.84 %		0.00 %	0.66 %
Number of Students Retained at Grade 4		0	148		0	141		0	114
Percent of Students Retained at Grade 4		0.00 %	0.40 %		0.00 %	0.38 %		0.00 %	0.32 %
Number of Students Retained at Grade 5		0	105		0	84		0	101
Percent of Students Retained at Grade 5		0.00 %	0.29 %		0.00 %	0.23 %		0.00 %	0.28 %
Number of Students Retained at Grade 6		0	134		0	137		0	135
Percent of Students Retained at Grade 6		0.00 %	0.37 %		0.00 %	0.37 %		0.00 %	0.37 %
Number of Students Retained at Grade 7		4	367		3	317		8	296
Percent of Students Retained at Grade 7		5.63 %	1.01 %		4.05 %	0.86 %		12.12 %	0.81 %
Number of Students Retained at Grade 8		1	392		2	253		1	251
Percent of Students Retained at Grade 8		1.45 %	1.08 %		3.13 %	0.70 %		1.45 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)		---	---		---	---		96.4 %	97.9 %
% Teachers with Emergency / Provisional Credentials		---	---		---	---		1.2 %	0.9 %
% Teachers with Bachelor's Degree		84.0 %	61.0 %		79.0 %	59.0 %		82.0 %	59.0 %
% Teachers with Master's Degree		16.0 %	39.0 %		21.0 %	40.0 %		18.0 %	40.0 %
% Teachers with Advanced Degree		0.0 %	1.0 %		0.0 %	1.0 %		0.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.9 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers		1.5 %	---		1.6 %	---		5.1 %	0.6 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers		1.5 %	---		1.6 %	---		5.1 %	0.6 %

School Board Members	Hours of Training
Joe Bates	20.50
Jerry Hegwood	6.00
Lynn Birchfield	6.00
Chris Long	17.50
Don Thomas	7.00
Jeremy Ward	13.00
Heather Preston	8.00

INDICATOR: School Choice

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice		1.75 %	3.34 %		1.95 %	2.90 %		1.86 %	2.68 %

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		41.0	37.0		41.0	37.2		41.0	37.4
Expenditure Per Student		$8,774	$9,315		$9,110	$9,379		$9,313	$9,324
Average Teacher Salary		$40,726	$46,663		$40,294	$46,946		$44,158	$47,316
Total Expenditures		$8,492,020	$5,171,678,766		$8,374,098	$5,196,885,067		$8,598,683	$5,088,669,535
Instructional Expenditures		$4,595,159	$2,508,579,625		$4,615,487	$2,485,540,210		$4,603,118	$2,472,977,282
Administrative Expenditures		$589,875	$315,455,818		$598,862	$317,870,955		$531,750	$312,346,508
Extracurricular Expenditures		$316,232	$165,701,106		$330,253	$201,604,356		$339,107	$184,520,020
Capital Expenditures		$212,179	$649,987,805		$274,457	$608,547,135		$297,511	$531,101,753
Debt Service Expenditures		$364,794	$226,232,300		$156,479	$267,265,988		$317,690	$235,094,970
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals		50.3 %	60.0 %		47.0 %	60.5 %		50.4 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

**Source: FNS National databank for federal fiscal year 2013.
***State Free and Reduced Meal Rate includes preschool and adult education students.

Smackover Elementary School

School Report Card 2012-2013
701 Magnolia St. | Smackover , AR 71762
870-725-3601

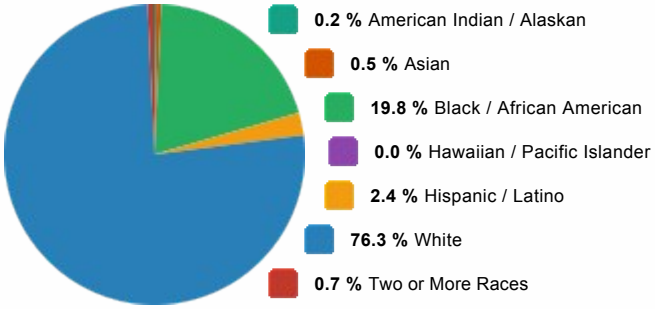
Principal	Holly Strickland
Superintendent	Don Smeltzer

SCHOOL CHARACTERISTICS

Enrollment	414
Avg. Class Size	16
Avg. years teaching Experience	17
Per pupil spending	
• District avg.	$9,313
• State avg.	$9,324
School Choice Transfers	10

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics

Limited English proficiency	N/D
Low-income	55 %
Students eligible to receive special education	11 %

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
3rd Grade Literacy				Annual Measurable Objective (AMO)		68.33				2012 AMO	70.97						AMO
Combined Population	100											2.63	7.89	15.79	73.68	89.47	73.61
TAGG	100											4.44	11.11	11.11	73.33	84.44	60.00
African American	100											6.25	18.75	0	75	75	55.78
Hispanic	RV											RV	RV	RV	RV	RV	64.28
Caucasian	100											1.75	3.51	21.05	73.68	94.74	78.48
Economically Disadvantaged	100											4.88	12.2	12.2	70.73	82.93	60.74
Students with Disabilities	RV											RV	RV	RV	RV	RV	29.83
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy																RV	
Female	100											0	6.98	11.63	81.4	93.02	
Male	100											6.06	9.09	21.21	63.64	84.85	
Migrant	RV											RV	RV	RV	RV	RV	
3rd Grade Mathematics				Annual Measurable Objective (AMO)		75.83				2012 AMO	77.84						AMO
Combined Population	100											0	3.95	32.89	63.16	96.05	79.86
TAGG	100											0	6.67	33.33	60	93.33	66.67
African American	100											0	6.25	56.25	37.5	93.75	57.48
Hispanic	RV											RV	RV	RV	RV	RV	76.19
Caucasian	100											0	3.51	26.32	70.18	96.49	85.81
Economically Disadvantaged	100											0	7.32	36.59	56.1	92.68	67.63
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.60
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	0	39.53	60.47	100	
Male	100											0	9.09	24.24	66.67	90.91	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
4th Grade Literacy				Annual Measurable Objective (AMO)		68.33				2012 AMO	70.97						AMO
Combined Population	100											3.33	10	35	51.67	86.67	73.61
TAGG	100											5.71	11.43	40	42.86	82.86	60.00
African American	100											0	7.14	57.14	35.71	92.86	55.78
Hispanic	RV											RV	RV	RV	RV	RV	64.28
Caucasian	100											4.55	9.09	29.55	56.82	86.36	78.48
Economically Disadvantaged	100											2.94	11.76	41.18	44.12	85.29	60.74
Students with Disabilities	RV											RV	RV	RV	RV	RV	29.83
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 4th Grade Literacy																RV	
Female	100											2.94	5.88	35.29	55.88	91.18	
Male	100											3.85	15.38	34.62	46.15	80.77	
Migrant	RV											RV	RV	RV	RV	RV	
4th Grade Mathematics				Annual Measurable Objective (AMO)		75.83				2012 AMO	77.84						AMO
Combined Population	100											0	11.67	35	53.33	88.33	79.86
TAGG	100											0	17.14	48.57	34.29	82.86	66.67
African American	100											0	14.29	57.14	28.57	85.71	57.48
Hispanic	RV											RV	RV	RV	RV	RV	76.19
Caucasian	100											0	9.09	29.55	61.36	90.91	85.81
Economically Disadvantaged	100											0	17.65	47.06	35.29	82.35	67.63
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.60
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	11.76	41.18	47.06	88.24	
Male	100											0	11.54	26.92	61.54	88.46	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
5th Grade Literacy				Annual Measurable Objective (AMO)		68.33				2012 AMO	70.97						AMO
Combined Population	100											1.85	9.26	27.78	61.11	88.89	73.61
TAGG	100											3.33	13.33	33.33	50	83.33	60.00
African American	RV											RV	RV	RV	RV	RV	55.78
Hispanic	RV											RV	RV	RV	RV	RV	64.28
Caucasian	100											2.33	6.98	18.6	72.09	90.7	78.48
Economically Disadvantaged	100											3.33	13.33	33.33	50	83.33	60.74
Students with Disabilities	RV											RV	RV	RV	RV	RV	29.83
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 5th Grade Literacy																RV	
Female	100											0	0	23.08	76.92	100	
Male	100											3.57	17.86	32.14	46.43	78.57	
Migrant	RV											RV	RV	RV	RV	RV	
5th Grade Mathematics				Annual Measurable Objective (AMO)		75.83				2012 AMO	77.84						AMO
Combined Population	100											12.96	7.41	38.89	40.74	79.63	79.86
TAGG	100											16.67	13.33	43.33	26.67	70	66.67
African American	RV											RV	RV	RV	RV	RV	57.48
Hispanic	RV											RV	RV	RV	RV	RV	76.19
Caucasian	100											9.3	6.98	34.88	48.84	83.72	85.81
Economically Disadvantaged	100											16.67	13.33	43.33	26.67	70	67.63
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.60
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	11.54	38.46	50	88.46	
Male	100											25	3.57	39.29	32.14	71.43	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
5th Grade Science																	
Combined Population	100											3.7	35.19	46.3	14.81	61.11	
TAGG	100											6.67	43.33	46.67	3.33	50	
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											2.33	30.23	51.16	16.28	67.44	
Economically Disadvantaged	100											6.67	43.33	46.67	3.33	50	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	30.77	61.54	7.69	69.23	
Male	100											7.14	39.29	32.14	21.43	53.57	
Migrant	RV											RV	RV	RV	RV	RV	
6th Grade Literacy			Annual Measurable Objective (AMO)			68.33				2012 AMO	70.97						AMO
Combined Population	100											4.76	11.11	42.86	41.27	84.13	73.61
TAGG	100											12.5	12.5	54.17	20.83	75	60.00
African American	RV											RV	RV	RV	RV	RV	55.78
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											3.77	9.43	41.51	45.28	86.79	78.48
Economically Disadvantaged	100											12.5	12.5	54.17	20.83	75	60.74
Students with Disabilities	RV											RV	RV	RV	RV	RV	29.83
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 6th Grade Literacy																RV	
Female	100											0	2.94	50	47.06	97.06	
Male	100											10.34	20.69	34.48	34.48	68.97	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
6th Grade Mathematics			Annual Measurable Objective (AMO)			75.83				2012 AMO	77.84						AMO
Combined Population	100											1.59	11.11	30.16	57.14	87.3	79.86
TAGG	100											4.17	20.83	41.67	33.33	75	66.67
African American	RV											RV	RV	RV	RV	RV	57.48
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											0	9.43	28.3	62.26	90.57	85.81
Economically Disadvantaged	100											4.17	20.83	41.67	33.33	75	67.63
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.60
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	5.88	29.41	64.71	94.12	
Male	100											3.45	17.24	31.03	48.28	79.31	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	---	---	---	---	---	---	59	59	56
Grade One Math Problems	---	---	---	---	---	---	58	58	56
Grade Two Reading Comprehension	---	---	---	---	---	---	49	49	59
Grade Two Math Problems	---	---	---	---	---	---	53	53	58
Grade Three Reading	---	---	---	---	---	---	51	51	51
Grade Three Math	---	---	---	---	---	---	57	57	55
Grade Four Reading	---	---	---	---	---	---	51	51	53
Grade Four Math	---	---	---	---	---	---	57	57	61
Grade Five Reading	---	---	---	---	---	---	42	42	47
Grade Five Math	---	---	---	---	---	---	50	50	55
Grade Five Science	---	---	---	---	---	---	57	57	60
Grade Six Reading	---	---	---	---	---	---	50	50	46
Grade Six Math	---	---	---	---	---	---	61	61	55
Grade Seven Reading	---	---	---	---	---	---	---	43	50
Grade Seven Math	---	---	---	---	---	---	---	46	54
Grade Seven Science	---	---	---	---	---	---	---	55	61
Grade Eight Reading	---	---	---	---	---	---	---	51	53
Grade Eight Math	---	---	---	---	---	---	---	48	54
Grade Nine Reading Comprehension	---	---	---	---	---	---	---	54	50
Grade Nine Math Concepts and Problems	---	---	---	---	---	---	---	49	49

Download 2012 School Report Card for 2011 Norm Referenced Test Results

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT	---	---	---	---	---	---	---	42	6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)	---	---	---	---	---	---	---		1,790
Number of Students Taking ACT in Grades 9-11	---	---	---	---	---	---	---	54	26,174
Number of Students Taking ACT in Grade 12	---	---	---	---	---	---	---	34	18,507
ACT Reading	---	---	---	---	---	---	---	22.08	21.67
ACT English	---	---	---	---	---	---	---	22.56	21.31
ACT Mathematics	---	---	---	---	---	---	---	21.44	20.73
ACT Science	---	---	---	---	---	---	---	22.48	21.04
ACT Composite	---	---	---	---	---	---	---	22.24	21.31
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test	---	---	---	---	---	---	---	1	897
SAT Critical Reading Mean	---	---	---	---	---	---	---		473
SAT Math Mean	---	---	---	---	---	---	---		472
SAT Writing Mean	---	---	---	---	---	---	---		459
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	---	---	---	---	---	---	---	44	24,364
Number of AP Exams Taken	---	---	---	---	---	---	---	76	42,545
Number of AP Exams Scored 3, 4, or 5	---	---	---	---	---	---	---	15	13,296
Number of Students Taking International Baccalaureate Courses	---	---	---	---	---	---	---		219

Download 2012 School Report Card for 2011 College Readiness Results

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INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
Arkansas ESEA Accountability									
Needs Improvement							N	1	797
Needs Improvement Priority							N	0	38
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	4
Needs Improvement Focus							N	0	80
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	8
Achieving							N	0	130
Exemplary							Y	1	9
				Download 2012 School Report Card for 2012 ESEA results					
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	3			3					
1 - Schools in need of Immediate Improvement		0	428		0	85			
2 - Schools Approaching Standards (Alert)		2	502		1	232			
3 - Schools Meeting Improvement Standards		2	624		1	349			
4 - Schools Exceeding Improvement Standards		0	366		0	264			
5 - Schools of Excellence for Improvement		0	98		0	76			

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Gains)									
Performance (Status) School Rating	4			4					
1 - Schools in need of Immediate Improvement		0	7		0	9			
2 - Schools Approaching Standards (Alert)		0	16		0	10			
3 - Schools Meeting Standards		0	187		0	150			
4 - Schools Exceeding Standards		2	496		2	416			
5 - Schools of Excellence		0	321		0	444			
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited	Y	2	859	N	0	838	Y	1	783
Accredited-Cited	N	0	185	Y	2	212	N	1	249
Accredited-Probationary	N	0	25	N	0	18	N	0	30
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined	94.7 %	94.8 %	94.7 %	95.8 %	95.7 %	95.2 %	95.4 %	95.0 %	94.1 %
Attendance Rate for Targeted Acheivement Gap Group							95.0 %	94.6 %	93.9 %
Attendance Rate African American							96.1 %	95.8 %	94.1 %
Attendance Rate Hispanic							96.4 %	94.3 %	94.5 %
Attendance Rate Caucasian							94.9 %	94.6 %	94.0 %
Attendance Rate Economically Disadvantaged									93.7 %
Attendance Rate Students with Disabilities							94.6 %	94.7 %	94.0 %
Attendance Rate Limited English Proficient							96.5 %	94.3 %	94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Dropout Rate									
Dropout Rate	---	1.22 %	2.58 %	---	1.49 %	2.43 %	---	1.53 %	2.12 %
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined	---	84.5 %	79.6 %	---	93.2 %	84.1 %	---	92.3 %	84.9 %
Graduation Rate for Targeted Acheivement Gap Group	---	82.8 %	74.6 %	---	88.2 %	79.3 %	---	92.3 %	80.5 %
Graduation Rate African American	---	100.0 %	71.4 %	---	95.2 %	78.1 %	---	88.9 %	78.1 %
Graduation Rate Hispanic	---	100.0 %	74.0 %	---	100.0 %	78.0 %	---	0.0 %	81.8 %
Graduation Rate Caucasian	---	83.6 %	83.2 %	---	91.3 %	87.0 %	---	93.6 %	87.8 %
Graduation Rate Economically Disadvantaged	---	80.8 %	74.5 %	---	86.2 %	79.1 %	---	91.7 %	80.3 %
Graduation Rate Students with Disabilities	---	100.0 %	73.8 %	---	100.0 %	79.2 %	---	100.0 %	80.4 %
Graduation Rate Limited English Proficient	---	100.0 %	71.1 %	---	100.0 %	77.3 %	---	0.0 %	80.8 %
Grade Inflation Rate	---	---	---	---	---	---	---	5.71 %	2.51 %
College Remediation Rate	---	52.0 %	47.8 %	---	55.3 %	49.4 %	---	56.7 %	43.0 %
Enrollment									
October 1 Enrollment	447	857	468,066	420	822	468,656	414	806	471,867

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions	1	1	505	---	---	378	---	---	471
Weapons Incidents	1	1	711	---	---	690	2	2	763
Staff Assaults	---	---	408	---	---	436	---	---	495
Student Assaults	---	---	1,952	---	---	1,944	3	3	2,302

INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	6	6	1,655	1	1	1,534	3	3	1,416
Percent of Students Retained at Grade 1	7.50 %	7.50 %	4.40 %	2.44 %	2.44 %	4.09 %	6.00 %	6.00 %	3.82 %
Number of Students Retained at Grade 2	3	3	633	0	0	594	3	3	558
Percent of Students Retained at Grade 2	4.62 %	4.62 %	1.72 %	0.00 %	0.00 %	1.62 %	7.69 %	7.69 %	1.53 %
Number of Students Retained at Grade 3	1	1	287	0	0	305	0	0	240
Percent of Students Retained at Grade 3	1.69 %	1.69 %	0.78 %	0.00 %	0.00 %	0.84 %	0.00 %	0.00 %	0.66 %
Number of Students Retained at Grade 4	0	0	148	0	0	141	0	0	114
Percent of Students Retained at Grade 4	0.00 %	0.00 %	0.40 %	0.00 %	0.00 %	0.38 %	0.00 %	0.00 %	0.32 %
Number of Students Retained at Grade 5	0	0	105	0	0	84	0	0	101
Percent of Students Retained at Grade 5	0.00 %	0.00 %	0.29 %	0.00 %	0.00 %	0.23 %	0.00 %	0.00 %	0.28 %
Number of Students Retained at Grade 6	0	0	134	0	0	137	0	0	135
Percent of Students Retained at Grade 6	0.00 %	0.00 %	0.37 %	0.00 %	0.00 %	0.37 %	0.00 %	0.00 %	0.37 %
Number of Students Retained at Grade 7	0	4	367	0	3	317	0	8	296
Percent of Students Retained at Grade 7	0.00 %	5.63 %	1.01 %	0.00 %	4.05 %	0.86 %	0.00 %	12.12 %	0.81 %
Number of Students Retained at Grade 8	0	1	392	0	2	253	0	1	251
Percent of Students Retained at Grade 8	0.00 %	1.45 %	1.08 %	0.00 %	3.13 %	0.70 %	0.00 %	1.45 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	---	---	---	---	---	---	100.0 %	96.4 %	97.9 %
% Teachers with Emergency / Provisional Credentials	---	---	---	---	---	---	0.0 %	1.2 %	0.9 %
% Teachers with Bachelor's Degree	91.0 %	84.0 %	61.0 %	91.0 %	79.0 %	59.0 %	96.0 %	82.0 %	59.0 %
% Teachers with Master's Degree	9.0 %	16.0 %	39.0 %	9.0 %	21.0 %	40.0 %	4.0 %	18.0 %	40.0 %
% Teachers with Advanced Degree	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	---	---	---	---	---	---	---	0.0 %	0.9 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	---	1.5 %	---	---	1.6 %	---	---	5.1 %	0.6 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	3.0 %	1.5 %	---	3.3 %	1.6 %	---	0.0 %	5.1 %	0.6 %

School Board Members	Hours of Training
Joe Bates	20.50
Jerry Hegwood	6.00
Lynn Birchfield	6.00
Chris Long	17.50
Don Thomas	7.00
Jeremy Ward	13.00
Heather Preston	8.00

INDICATOR: School Choice

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	2.46 %	1.75 %	3.34 %	2.38 %	1.95 %	2.90 %	2.42 %	1.86 %	2.68 %

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		41.0	37.0		41.0	37.2		41.0	37.4
Expenditure Per Student		$8,774	$9,315		$9,110	$9,379		$9,313	$9,324
Average Teacher Salary		$40,726	$46,663		$40,294	$46,946		$44,158	$47,316
Total Expenditures		$8,492,020	$5,171,678,766		$8,374,098	$5,196,885,067		$8,598,683	$5,088,669,535
Instructional Expenditures		$4,595,159	$2,508,579,625		$4,615,487	$2,485,540,210		$4,603,118	$2,472,977,282
Administrative Expenditures		$589,875	$315,455,818		$598,862	$317,870,955		$531,750	$312,346,508
Extracurricular Expenditures		$316,232	$165,701,106		$330,253	$201,604,356		$339,107	$184,520,020
Capital Expenditures		$212,179	$649,987,805		$274,457	$608,547,135		$297,511	$531,101,753
Debt Service Expenditures		$364,794	$226,232,300		$156,479	$267,265,988		$317,690	$235,094,970
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	54.6 %	50.3 %	60.0 %	53.6 %	47.0 %	60.5 %	55.3 %	50.4 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

**Source: FNS National databank for federal fiscal year 2013.
***State Free and Reduced Meal Rate includes preschool and adult education students.

Smackover High School

School Report Card 2012-2013
1 Buckaroo Lane | Smackover , AR 71762
870-725-3101

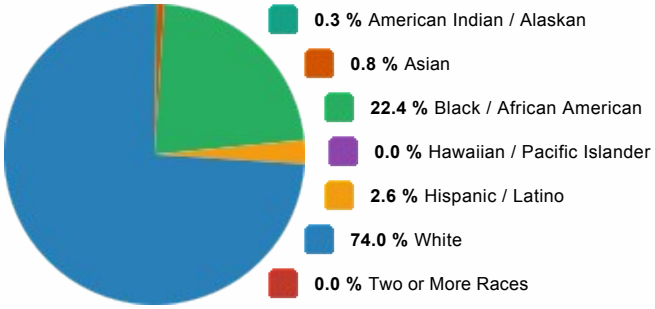
Principal	Jan Henderson
Superintendent	Don Smeltzer

SCHOOL CHARACTERISTICS

Enrollment	392
Avg. Class Size	11
Avg. years teaching Experience	11
Per pupil spending	
• District avg.	$9,313
• State avg.	$9,324
School Choice Transfers	5

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics

Limited English proficiency	0 %
Low-income	45 %
Students eligible to receive special education	9 %

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
7th Grade Literacy				Annual Measurable Objective (AMO)		76.80				2012 AMO	78.73						AMO
Combined Population	96.97											5	21.67	50	23.33	73.33	80.67
TAGG	97.44											8.57	25.71	54.29	11.43	65.71	75.94
African American	100											8.33	25	41.67	25	66.67	69.86
Hispanic	RV											RV	RV	RV	RV	RV	72.23
Caucasian	95.74											4.55	22.73	50	22.73	72.73	85.23
Economically Disadvantaged	100											8.57	25.71	54.29	11.43	65.71	78.47
Students with Disabilities	RV											RV	RV	RV	RV	RV	35.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 7th Grade Literacy																RV	
Female	96.15											0	17.39	56.52	26.09	82.61	
Male	97.5											8.11	24.32	45.95	21.62	67.57	
Migrant	RV											RV	RV	RV	RV	RV	
7th Grade Mathematics				Annual Measurable Objective (AMO)		73.08				2012 AMO	75.32						AMO
Combined Population	96.97											21.67	23.33	25	30	55	77.57
TAGG	97.44											34.29	28.57	25.71	11.43	37.14	72.74
African American	100											50	16.67	16.67	16.67	33.33	56.67
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	95.74											15.91	25	25	34.09	59.09	82.78
Economically Disadvantaged	100											34.29	28.57	25.71	11.43	37.14	73.60
Students with Disabilities	RV											RV	RV	RV	RV	RV	40.48
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	96.15											17.39	30.43	30.43	21.74	52.17	
Male	97.5											24.32	18.92	21.62	35.14	56.76	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
7th Grade Science																	
Combined Population	96.97											28.33	41.67	26.67	3.33	30	
TAGG	97.44											34.29	51.43	11.43	2.86	14.29	
African American	100											58.33	25	16.67	0	16.67	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	95.74											22.73	43.18	29.55	4.55	34.09	
Economically Disadvantaged	100											34.29	51.43	11.43	2.86	14.29	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	96.15											30.43	47.83	21.74	0	21.74	
Male	97.5											27.03	37.84	29.73	5.41	35.14	
Migrant	RV											RV	RV	RV	RV	RV	
8th Grade Literacy			Annual Measurable Objective (AMO)			76.80				2012 AMO	78.73						AMO
Combined Population	100											12.12	25.76	33.33	28.79	62.12	80.67
TAGG	100											25	37.5	28.12	9.38	37.5	75.94
African American	100											7.69	46.15	38.46	7.69	46.15	69.86
Hispanic	RV											RV	RV	RV	RV	RV	72.23
Caucasian	100											11.54	21.15	32.69	34.62	67.31	85.23
Economically Disadvantaged	100											20.69	37.93	31.03	10.34	41.38	78.47
Students with Disabilities	100											70	30	0	0	0	35.18
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 8th Grade Literacy																RV	
Female	100											6.06	15.15	36.36	42.42	78.79	
Male	100											18.18	36.36	30.3	15.15	45.45	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
8th Grade Mathematics				Annual Measurable Objective (AMO)		73.08				2012 AMO	75.32						AMO
Combined Population	100											15.15	22.73	37.88	24.24	62.12	77.57
TAGG	100											25	34.38	25	15.62	40.62	72.74
African American	100											23.08	38.46	38.46	0	38.46	56.67
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											11.54	19.23	38.46	30.77	69.23	82.78
Economically Disadvantaged	100											20.69	34.48	27.59	17.24	44.83	73.60
Students with Disabilities	100											80	10	10	0	10	40.48
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											9.09	18.18	48.48	24.24	72.73	
Male	100											21.21	27.27	27.27	24.24	51.52	
Migrant	RV											RV	RV	RV	RV	RV	
EOC Algebra I				Annual Measurable Objective (AMO)		73.08				2012 AMO	75.32						AMO
Combined Population	95.71											1.72	13.79	41.38	43.1	84.48	77.57
TAGG	97.3											3.45	24.14	44.83	27.59	72.41	72.74
African American	100											0	28.57	57.14	14.29	71.43	56.67
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	94.34											2.33	9.3	34.88	53.49	88.37	82.78
Economically Disadvantaged	96.88											3.45	24.14	44.83	27.59	72.41	73.60
Students with Disabilities	RV											RV	RV	RV	RV	RV	40.48
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	15.38	38.46	46.15	84.62	
Male	92.68											3.12	12.5	43.75	40.62	84.38	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
EOC Geometry			Annual Measurable Objective (AMO)			73.08				2012 AMO	75.32						AMO
Combined Population	100											7.25	26.09	53.62	13.04	66.67	77.57
TAGG	100											14.29	32.14	46.43	7.14	53.57	72.74
African American	100											38.46	30.77	30.77	0	30.77	56.67
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											0	22.64	60.38	16.98	77.36	82.78
Economically Disadvantaged	100											14.29	32.14	46.43	7.14	53.57	73.60
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											13.51	29.73	40.54	16.22	56.76	
Male	100											0	21.88	68.75	9.38	78.12	
Migrant	RV											RV	RV	RV	RV	RV	
EOC Biology																	
Combined Population	100											27.12	42.37	25.42	5.08	30.51	
TAGG	100											42.31	42.31	15.38	0	15.38	
African American	100											53.33	46.67	0	0	0	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											16.28	41.86	34.88	6.98	41.86	
Economically Disadvantaged	100											44	44	12	0	12	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											39.29	46.43	14.29	0	14.29	
Male	100											16.13	38.71	35.48	9.68	45.16	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
	Tested 2012-2013	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School
Grade 11 Literacy			Annual Measurable Objective (AMO)			76.80				2012 AMO	78.73						AMO
Combined Population	96.15											2.13	23.4	48.94	25.53	74.47	80.67
TAGG	96											4.55	31.82	36.36	27.27	63.64	75.94
African American	90.91											9.09	36.36	36.36	18.18	54.55	69.86
Hispanic	RV											RV	RV	RV	RV	RV	72.23
Caucasian	97.44											0	17.65	55.88	26.47	82.35	85.23
Economically Disadvantaged	95.83											4.55	31.82	36.36	27.27	63.64	78.47
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in Grade 11 Literacy																RV	
Female	100											0	22.58	51.61	25.81	77.42	
Male	89.47											6.25	25	43.75	25	68.75	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	---	---	---	---	---	---	---	59	56
Grade One Math Problems	---	---	---	---	---	---	---	58	56
Grade Two Reading Comprehension	---	---	---	---	---	---	---	49	59
Grade Two Math Problems	---	---	---	---	---	---	---	53	58
Grade Three Reading	---	---	---	---	---	---	---	51	51
Grade Three Math	---	---	---	---	---	---	---	57	55
Grade Four Reading	---	---	---	---	---	---	---	51	53
Grade Four Math	---	---	---	---	---	---	---	57	61
Grade Five Reading	---	---	---	---	---	---	---	42	47
Grade Five Math	---	---	---	---	---	---	---	50	55
Grade Five Science	---	---	---	---	---	---	---	57	60
Grade Six Reading	---	---	---	---	---	---	---	50	46
Grade Six Math	---	---	---	---	---	---	---	61	55
Grade Seven Reading	---	---	---	---	---	---	43	43	50
Grade Seven Math	---	---	---	---	---	---	46	46	54
Grade Seven Science	---	---	---	---	---	---	55	55	61
Grade Eight Reading	---	---	---	---	---	---	51	51	53
Grade Eight Math	---	---	---	---	---	---	48	48	54
Grade Nine Reading Comprehension	---	---	---	---	---	---	54	54	50
Grade Nine Math Concepts and Problems	---	---	---	---	---	---	49	49	49

Download 2012 School Report Card for 2011 Norm Referenced Test Results

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT	---	---	---	---	---	---	42	42	6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)	---	---	---	---	---	---			1,790
Number of Students Taking ACT in Grades 9-11	---	---	---	---	---	---	54	54	26,174
Number of Students Taking ACT in Grade 12	---	---	---	---	---	---	34	34	18,507
ACT Reading	---	---	---	---	---	---	22.08	22.08	21.67
ACT English	---	---	---	---	---	---	22.56	22.56	21.31
ACT Mathematics	---	---	---	---	---	---	21.44	21.44	20.73
ACT Science	---	---	---	---	---	---	22.48	22.48	21.04
ACT Composite	---	---	---	---	---	---	22.24	22.24	21.31
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test	---	---	---	---	---	---	1	1	897
SAT Critical Reading Mean	---	---	---	---	---	---			473
SAT Math Mean	---	---	---	---	---	---			472
SAT Writing Mean	---	---	---	---	---	---			459
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	---	---	---	---	---	---	44	44	24,364
Number of AP Exams Taken	---	---	---	---	---	---	76	76	42,545
Number of AP Exams Scored 3, 4, or 5	---	---	---	---	---	---	15	15	13,296
Number of Students Taking International Baccalaureate Courses	---	---	---	---	---	---			219

Download 2012 School Report Card for 2011 College Readiness Results

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INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
Arkansas ESEA Accountability									
Needs Improvement							Y	1	797
Needs Improvement Priority							N	0	38
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	4
Needs Improvement Focus							N	0	80
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	8
Achieving							N	0	130
Exemplary							N	1	9
				Download 2012 School Report Card for 2012 ESEA results					
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	2			2					
1 - Schools in need of Immediate Improvement		0	428		0	85			
2 - Schools Approaching Standards (Alert)		2	502		1	232			
3 - Schools Meeting Improvement Standards		2	624		1	349			
4 - Schools Exceeding Improvement Standards		0	366		0	264			
5 - Schools of Excellence for Improvement		0	98		0	76			

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Gains)									
Performance (Status) School Rating	4			4					
1 - Schools in need of Immediate Improvement		0	7		0	9			
2 - Schools Approaching Standards (Alert)		0	16		0	10			
3 - Schools Meeting Standards		0	187		0	150			
4 - Schools Exceeding Standards		2	496		2	416			
5 - Schools of Excellence		0	321		0	444			
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited	Y	2	859	N	0	838	N	1	783
Accredited-Cited	N	0	185	Y	2	212	Y	1	249
Accredited-Probationary	N	0	25	N	0	18	N	0	30
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined	94.8 %	94.8 %	94.7 %	95.6 %	95.7 %	95.2 %	94.7 %	95.0 %	94.1 %
Attendance Rate for Targeted Acheivement Gap Group							94.1 %	94.6 %	93.9 %
Attendance Rate African American							95.6 %	95.8 %	94.1 %
Attendance Rate Hispanic							92.1 %	94.3 %	94.5 %
Attendance Rate Caucasian							94.3 %	94.6 %	94.0 %
Attendance Rate Economically Disadvantaged									93.7 %
Attendance Rate Students with Disabilities							94.7 %	94.7 %	94.0 %
Attendance Rate Limited English Proficient							92.1 %	94.3 %	94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Dropout Rate									
Dropout Rate	1.22 %	1.22 %	2.58 %	1.49 %	1.49 %	2.43 %	1.53 %	1.53 %	2.12 %
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined	84.5 %	84.5 %	79.6 %	93.2 %	93.2 %	84.1 %	92.3 %	92.3 %	84.9 %
Graduation Rate for Targeted Acheivement Gap Group	82.8 %	82.8 %	74.6 %	88.2 %	88.2 %	79.3 %	92.3 %	92.3 %	80.5 %
Graduation Rate African American	100.0 %	100.0 %	71.4 %	95.2 %	95.2 %	78.1 %	88.9 %	88.9 %	78.1 %
Graduation Rate Hispanic	100.0 %	100.0 %	74.0 %	100.0 %	100.0 %	78.0 %	0.0 %	0.0 %	81.8 %
Graduation Rate Caucasian	83.6 %	83.6 %	83.2 %	91.3 %	91.3 %	87.0 %	93.6 %	93.6 %	87.8 %
Graduation Rate Economically Disadvantaged	80.8 %	80.8 %	74.5 %	86.2 %	86.2 %	79.1 %	91.7 %	91.7 %	80.3 %
Graduation Rate Students with Disabilities	100.0 %	100.0 %	73.8 %	100.0 %	100.0 %	79.2 %	100.0 %	100.0 %	80.4 %
Graduation Rate Limited English Proficient	100.0 %	100.0 %	71.1 %	100.0 %	100.0 %	77.3 %	0.0 %	0.0 %	80.8 %
Grade Inflation Rate	---	---	---	---	---	---	5.71 %	5.71 %	2.51 %
College Remediation Rate	---	52.0 %	47.8 %	---	55.3 %	49.4 %	53.1 %	56.7 %	43.0 %
Enrollment									
October 1 Enrollment	410	857	468,066	402	822	468,656	392	806	471,867

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions	---	1	505	---	---	378	---	---	471
Weapons Incidents	---	1	711	---	---	690	---	2	763
Staff Assaults	---	---	408	---	---	436	---	---	495
Student Assaults	---	---	1,952	---	---	1,944	---	3	2,302

INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	0	6	1,655	0	1	1,534	0	3	1,416
Percent of Students Retained at Grade 1	0.00 %	7.50 %	4.40 %	0.00 %	2.44 %	4.09 %	0.00 %	6.00 %	3.82 %
Number of Students Retained at Grade 2	0	3	633	0	0	594	0	3	558
Percent of Students Retained at Grade 2	0.00 %	4.62 %	1.72 %	0.00 %	0.00 %	1.62 %	0.00 %	7.69 %	1.53 %
Number of Students Retained at Grade 3	0	1	287	0	0	305	0	0	240
Percent of Students Retained at Grade 3	0.00 %	1.69 %	0.78 %	0.00 %	0.00 %	0.84 %	0.00 %	0.00 %	0.66 %
Number of Students Retained at Grade 4	0	0	148	0	0	141	0	0	114
Percent of Students Retained at Grade 4	0.00 %	0.00 %	0.40 %	0.00 %	0.00 %	0.38 %	0.00 %	0.00 %	0.32 %
Number of Students Retained at Grade 5	0	0	105	0	0	84	0	0	101
Percent of Students Retained at Grade 5	0.00 %	0.00 %	0.29 %	0.00 %	0.00 %	0.23 %	0.00 %	0.00 %	0.28 %
Number of Students Retained at Grade 6	0	0	134	0	0	137	0	0	135
Percent of Students Retained at Grade 6	0.00 %	0.00 %	0.37 %	0.00 %	0.00 %	0.37 %	0.00 %	0.00 %	0.37 %
Number of Students Retained at Grade 7	4	4	367	3	3	317	8	8	296
Percent of Students Retained at Grade 7	5.63 %	5.63 %	1.01 %	4.05 %	4.05 %	0.86 %	12.12 %	12.12 %	0.81 %
Number of Students Retained at Grade 8	1	1	392	2	2	253	1	1	251
Percent of Students Retained at Grade 8	1.45 %	1.45 %	1.08 %	3.13 %	3.13 %	0.70 %	1.45 %	1.45 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	---	---	---	---	---	---	94.0 %	96.4 %	97.9 %
% Teachers with Emergency / Provisional Credentials	---	---	---	---	---	---	2.0 %	1.2 %	0.9 %
% Teachers with Bachelor's Degree	76.0 %	84.0 %	61.0 %	67.0 %	79.0 %	59.0 %	71.0 %	82.0 %	59.0 %
% Teachers with Master's Degree	24.0 %	16.0 %	39.0 %	33.0 %	21.0 %	40.0 %	29.0 %	18.0 %	40.0 %
% Teachers with Advanced Degree	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	---	---	---	---	---	---	---	0.0 %	0.9 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	0.0 %	1.5 %	---	0.0 %	1.6 %	---	5.1 %	5.1 %	0.6 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	0.0 %	1.5 %	---	0.0 %	1.6 %	---	5.1 %	5.1 %	0.6 %

School Board Members	Hours of Training
Joe Bates	20.50
Jerry Hegwood	6.00
Lynn Birchfield	6.00
Chris Long	17.50
Don Thomas	7.00
Jeremy Ward	13.00
Heather Preston	8.00

INDICATOR: School Choice

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	0.98 %	1.75 %	3.34 %	1.49 %	1.95 %	2.90 %	1.28 %	1.86 %	2.68 %

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		41.0	37.0		41.0	37.2		41.0	37.4
Expenditure Per Student		$8,774	$9,315		$9,110	$9,379		$9,313	$9,324
Average Teacher Salary		$40,726	$46,663		$40,294	$46,946		$44,158	$47,316
Total Expenditures		$8,492,020	$5,171,678,766		$8,374,098	$5,196,885,067		$8,598,683	$5,088,669,535
Instructional Expenditures		$4,595,159	$2,508,579,625		$4,615,487	$2,485,540,210		$4,603,118	$2,472,977,282
Administrative Expenditures		$589,875	$315,455,818		$598,862	$317,870,955		$531,750	$312,346,508
Extracurricular Expenditures		$316,232	$165,701,106		$330,253	$201,604,356		$339,107	$184,520,020
Capital Expenditures		$212,179	$649,987,805		$274,457	$608,547,135		$297,511	$531,101,753
Debt Service Expenditures		$364,794	$226,232,300		$156,479	$267,265,988		$317,690	$235,094,970
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	45.6 %	50.3 %	60.0 %	40.1 %	47.0 %	60.5 %	45.2 %	50.4 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

**Source: FNS National databank for federal fiscal year 2013.
***State Free and Reduced Meal Rate includes preschool and adult education students.

STANDARDS REPORTS

District	District Standards Status	District ESEA Status	School	School Standards Status	School ESEA Status
Norphlet	Accredited	Needs Improvement			
			Norphlet Elementary	Accredited	Needs Improvement
			Norphlet High School	Accredited	Needs Improvement
Smackover	Accredited	Needs Improvement			
			Smackover Elementary	Accredited	Focus
			Smackover High School	Cited	Needs Improvement

ARKANSAS DEPARTMENT OF EDUCATION

Norphlet School District
2012/2013 School Year

Standards Annual Accreditation Report

Norphlet School District

Accreditation Status:

District:

7006000 - Norphlet School District

Superintendent Albert Snow

600 School Street

Norphlet , AR 71759

870-546-2781

Schools:

7006035 - Norphlet Elementary School - Accredited

7006036 - Norphlet High School - Accredited

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

District Details Summary

Student Enrollment

Grade Level	Student Count
01	27
02	22
03	30
04	25
05	26
06	28
07	36
08	45
09	37
K	38
10	22
11	34

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
412	120	15131

FTE Information

Counselor	Principal	Assitant Principal	Library/Media Specialist
1.00	1.50	0.00	1.00

12	42

ARKANSAS DEPARTMENT OF EDUCATION

Norphlet Elementary School
2012/13 School Year

Standards Annual Accreditation Report

Norphlet Elementary School

Accreditation Status: Accredited

District:

7006000 - Norphlet School District

Superintendent Albert Snow

600 School Street

Norphlet , AR 71759

870-546-2781

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	7006035	Job Not Certified: FORBESS, LUCAS 355310 Mathematics Grade 5 (Math)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	7006035	Job Not Certified: FORBESS, LUCAS 355310 Mathematics Grade 5 (MathPS)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	7006035	Job Not Certified: FORBESS, LUCAS 366310 Mathematics Grade 6 (Math)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	7006035	Job Not Certified: FORBESS, LUCAS 366310 Mathematics Grade 6 (MathPS)	ALP Licensure Completion Date: 09/01/2015	

School Details Summary

Student Enrollment

Grade Level	Student Count
01	27
02	22
03	30

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
196	60	6809

FTE Information

04	25
05	26
06	28
K	38

Counselor	Principal	Assistant Principal	Library/Media Specialist
0.50	0.50	0.00	0.50

ARKANSAS DEPARTMENT OF EDUCATION

Norphlet High School
2012/13 School Year

Standards Annual Accreditation Report

Norphlet High School

Accreditation Status: Accredited

District:

7006000 - Norphlet School District

Superintendent Albert Snow

600 School Street

Norphlet , AR 71759

870-546-2781

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Provisional License	X	15.03.6	7006036	Provisional License: WILSON, CASEY R Introduction to Medical Professions (.5 credit) (Med Prof 1)	Informational Only.	
Provisional License	X	15.03.6	7006036	Provisional License: WILSON, CASEY R Medical Clinical Internship/Specialization (Med Clinical)	Informational Only.	
Provisional License	X	15.03.6	7006036	Provisional License: WILSON, CASEY R Medical Terminology (.5 credit) (Med Term)	Informational Only.	

School Details Summary

Student Enrollment

Grade Level	Student Count
07	36
08	45
09	37
10	22
11	34
12	42

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
216	60	8322

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
0.50	1.00	0.00	0.50

ARKANSAS DEPARTMENT OF EDUCATION

Smackover School District
2012/2013 School Year

Standards Annual Accreditation Report

Smackover School District

Accreditation Status:

District:

7008000 - Smackover School District

Superintendent Don Smeltzer

112 E. Eighth St

Smackover , AR 71762

870-725-3132

Schools:

7008043 - Smackover Elementary School - Accredited

7008045 - Smackover High School - Cited

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

District Details Summary

Student Enrollment

Grade Level	Student Count
01	50
02	39
03	76
04	62
05	58
06	71
07	66
08	69
09	70
K	58
10	71

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
806	120	14733

FTE Information

Counselor	Principal	Assitant Principal	Library/Media Specialist
1.95	2.00	0.00	2.00

11	50
12	66

ARKANSAS DEPARTMENT OF EDUCATION

Smackover Elementary School
2012/13 School Year

Standards Annual Accreditation Report

Smackover Elementary School

Accreditation Status: Accredited

District:

7008000 - Smackover School District

Superintendent Don Smeltzer

112 E. Eighth St

Smackover , AR 71762

870-725-3132

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	50
02	39
03	76
04	62
05	58
06	71
K	58

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
414	60	6680

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
0.97	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Smackover High School
2012/13 School Year

Standards Annual Accreditation Report

Smackover High School

Accreditation Status: Cited

District:

7008000 - Smackover School District

Superintendent Don Smeltzer

112 E. Eighth St

Smackover , AR 71762

870-725-3132

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	7008045	Job Not Certified: ZACHRY, JEFFREY 424020 Environmental Science (Environmental Science)	ALP Licensure Completion Date: 09/01/2013	Cited
Job Not Certified	X	15.03.3	7008045	Job Not Certified: CORLEY, TONYA 5030 High School Library/Media Spec.	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	7008045	Job Not Certified: WESSON, JOSHUA 378720 Arkansas History 7-8 (Arkansas History 7)	ALP Licensure Completion Date: 09/01/2015	
Provisional License	X	15.03.6	7008045	Provisional License: FORREST, SHANNO Gas Metal Arc Welding (Gas Metal Arc Welding)	Informational Only.	

School Details Summary

Student Enrollment

Grade Level	Student Count
07	66
08	69
09	70

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
392	60	8053

FTE Information

Counselor	Principal	Assistant	Library/Media

10	71
11	50
12	66

		Principal	Specialist
0.98	1.00	0.00	1.00

DESEGREGATION INFORMATION

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

March 27, 2014

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Vicki Saviers
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Diane Zook
Melbourne

The Honorable Attorney General Dustin McDaniel
ATTN: Senior Assistant Attorney General Scott Richardson
Office of the Attorney General
323 Center Street, Suite 200
Little Rock, AR 72201

Re: Proposed Voluntary Annexation

Dear Attorney General McDaniel:

Pursuant to Ark. Code Ann. § 6-13-1408, the State Board of Education (State Board) is required to accomplish annexations of school districts in a way that does not hamper, delay, or in any manner negatively affect the desegregation of another school district.

Therefore, I respectfully request your advisory opinion as to whether the proposed, voluntary annexation of the Norphlet School District into the Smackover School District would negatively affect, hamper or delay the desegregation efforts of the affected or any other school districts. According to records on file with the Arkansas Department of Education, the school districts contiguous to the Norphlet and Smackover school districts are:

Junction City School District
Magnolia School District
Stephens School District
Camden-Fairview School District
Hampton School District
El Dorado School District

The Arkansas Department of Education is unaware of any desegregation orders that might apply to the Norphlet and Smackover school districts. I note that the following, contiguous school districts are subject to desegregation orders according to information submitted to the Arkansas Department of Education:

Camden-Fairview School District: *Milton, et al. v. Huckabee, et al.*, Case No. 88-1142, U.S. District Court, Western District of Arkansas (El Dorado) and *Lancaster, et al. v. Guess, et al.*, Case No. 09-cv-1056, U.S. District Court, Western District of Arkansas (El Dorado).

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El Dorado School District: *Kemp, et al. v. Beasley, et al.*, Case No. 1048, U.S. District Court, Western District of Arkansas (El Dorado) and *Townsend, et al., v. Watson, et al.*, Case No. 1:89-cv-01111, U.S. District Court, Western District of Arkansas (El Dorado).

Junction City School District: *United States v. Junction City School District No. 75*, Case No. 1095, U.S. District Court, Western District of Arkansas (El Dorado).

Stephens School District: *Runyan v. McNeil School District, et al.*, Case No. 1:69-cv-00042, U.S. District Court, Western District of Arkansas (El Dorado).

The State Board must make a decision concerning this proposed annexation on Thursday, May 8, 2014. Thank you for your consideration of this request.

Sincerely,

Tom W. Kimbrell, Ed.D.
Commissioner of Education

APPLICABLE LAW

A.C.A. § 6-13-1401

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*** September 12, 2013. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 13 School Districts
Subchapter 14 -- Consolidation, Annexation, and Formation

A.C.A. § 6-13-1401 (2013)

6-13-1401. Definitions.

As used in this subchapter:

(1) "Affected district" means a school district that:

(A) Loses territory or students as a result of annexation; or

(B) Is involved in a consolidation;

(2) "Aggrieved district" means the lawfully constituted and existing board of directors of a school district that gains or loses territory or students as a result of an annexation or consolidation;

(3) "Annexation" means the joining of an affected school district or part thereof with a receiving district;

(4) "Consolidation" means the joining of two (2) or more affected school districts or parts thereof to create a new single school district;

(5) "Receiving district" means a school district or districts that receive territory or students, or both, from an affected district as a result of annexation; and

(6) "Resulting district" means the new school district created from an affected district or districts as a result of consolidation.

HISTORY: Acts 2001, No. 1225, § 1; 2011, No. 989, § 5; 2011, No. 1217, § 1.

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A.C.A. § 6-13-1402

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Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 13 School Districts
Subchapter 14 -- Consolidation, Annexation, and Formation

A.C.A. § 6-13-1402 (2013)

6-13-1402. Consolidation and annexation authority.

There shall not be any consolidation or annexation of any public school district with any other school district in the state without the prior consent and approval of the State Board of Education.

HISTORY: Acts 2001, No. 1225, § 1.

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A.C.A. § 6-13-1403

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Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 13 School Districts
Subchapter 14 -- Consolidation, Annexation, and Formation

A.C.A. § 6-13-1403 (2013)

6-13-1403. Conditions under which the State Board of Education may annex school districts.

(a) The State Board of Education shall consider the annexation of an affected school district or districts to a receiving district or districts under the following conditions:

(1) The state board, after providing thirty (30) days' written notice to the affected school districts, determines that annexation is in the best interest of the affected district or districts and the receiving district based upon failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, § 6-21-801 et seq.;

(2) (A) The affected district or districts file a petition with the state board requesting annexation to a particular receiving district or districts, and a copy of the petition is filed with the county clerk's office of each county where the affected district or districts are located;

(B) The county clerk's office of each county where the affected district or districts are located certifies in writing that the petition has been signed by a majority of the qualified electors of the affected district or districts; and

(C) The receiving district or districts provide to the state board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided for in § 6-14-122;

(3) (A) A majority of the qualified electors in the affected district or districts vote to approve the annexation of an affected school district or districts to a receiving district or districts as provided for in § 6-14-122; and

(B) The receiving district or districts provide to the state board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided in § 6-14-122; or

(4) (A) The local board of education of the affected district or districts votes to approve by resolution the annexation of the affected district or districts to a receiving district or districts by a majority of the members of the local board of education of the affected district or districts; and

(B) The receiving district or districts provide to the state board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving districts as provided for in § 6-14-122.

(b) The state board may vote to approve, by a majority of a quorum present of the members of the state board, the annexation of the affected districts into a receiving district:

(1) The state board, after providing thirty (30) days written notice to the affected districts, may on its own motion based on a school district's failure to meet standards for accreditation or failure to meet academic or fiscal distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., and the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq.; or

(2) Upon receipt of a valid petition for annexation and after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in subsection (a) of this section and upon receipt of proof of the issuance of public notice of the intent to annex affected districts into a receiving district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the state board.

(c) (1) In order for the petition for annexation to be valid, it shall be filed with the state board at least thirty (30) days prior to the next regularly scheduled state board meeting, at which time the petition will be presented for hearing before the state board.

(2) However, no petition is required for the state board to annex a school district or districts upon a motion of the state board as allowed in subsection (b).

(d) (1) Upon determination by the state board to annex a school district or approval of a petition requesting annexation, the state board shall issue an order dissolving the affected districts and establishing the receiving school district or districts.

(2) (A) The state board shall issue an order establishing the boundary lines of the receiving district or districts.

(B) It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the receiving district or districts.

(e) (1) The state board shall:

(A) Issue an order establishing the changed boundaries; and

(B) File the order with the:

(i) County clerk of each county where a receiving district is located;

(ii) Secretary of State; and

(iii) Arkansas Geographic Information Office.

(2) The county clerk shall make a permanent record of the order.

(3) The boundaries established under this subsection shall be the boundaries of the receiving district until changes are made according to the provisions of law.

(f) The state board shall not annex affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for annexation:

(1) The annexation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

(2) The annexation will provide a significant advantage in transportation costs or service to all the school districts involved.

HISTORY: Acts 2001, No. 1225, § 1; 2003, No. 1467, § 19; 2011, No. 989, § 6; 2013, No. 1073, § 7.

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A.C.A. § 6-13-1404 (2013)

6-13-1404. Conditions under which the State Board of Education may consolidate school districts.

(a) The State Board of Education shall consider the consolidation of affected districts into a new resulting district or districts under the following conditions:

(1) The state board, after providing thirty (30) days' written notice to the affected school districts, determines consolidation is in the best interest of the affected district or districts and the resulting district based upon failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, § 6-21-801 et seq.; or

(2) (A) The affected districts file a petition with the state board requesting that the affected districts be consolidated into a resulting district or districts;

(B) A copy of the petition has been filed with the county clerk's office of each county where the affected districts are located;

(C) The county clerk's office certifies in writing to the state board that the petition has been signed by a majority of the qualified electors of the affected districts;

(D) A majority of the qualified electors in the affected districts votes to approve consolidation of the affected districts into a resulting district or districts pursuant to a valid election as provided in § 6-14-122; and

(E) The local board of directors votes to approve by resolution of a majority of the members of each local board of education the consolidation of the affected districts into a resulting district or districts.

(b) The state board:

(1) After providing thirty (30) days written notice to the affected districts, may consolidate school districts upon its own motion based upon a school district's failure to meet standards for accreditation or academic or fiscal distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., and the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq.; or

(2) May vote to approve by a majority of a quorum present of the members of the state board the consolidation of the affected districts into a resulting district upon receipt of a valid petition for consolidation after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in subsection (a) of this section and upon receipt of proof of the issuance of public notice of the intent to consolidate affected districts into a resulting district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the state board.

(c) (1) In order for the petition for consolidation to be valid, it shall be filed with the state board at least thirty (30) days prior to the next regularly scheduled state board meeting, at which time the petition will be presented for hearing before the state board.

(2) However, no petition is required for the state board to consolidate a school district or districts on a motion of the state board as allowed in subsection (b).

(d) (1) Upon consolidation of a school district by the state board or approval of a petition requesting consolidation, the state board shall issue an order dissolving the affected school districts and establishing the resulting school district or districts.

(2) (A) The state board shall issue an order establishing the boundary lines of the resulting district or districts.

(B) It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the resulting district or districts.

(e) (1) The state board shall:

(A) Issue an order establishing the changed boundaries; and

(B) File the order with the:

(i) County clerk of each county where a resulting district is located;

(ii) Secretary of State; and

(iii) Arkansas Geographic Information Office.

(2) The county clerk shall make a permanent record of the order.

(3) The boundaries established under this subsection shall be the boundaries of the resulting district until changes are made according to the provisions of law.

(f) The state board shall not consolidate affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for consolidation:

(1) The consolidation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

(2) The consolidation will provide a significant advantage in transportation costs or service to all the school districts involved.

HISTORY: Acts 2001, No. 1225, § 1; 2003, No. 1467, § 19; 2011, No. 989, § 7; 2013, No. 1073, § 8.

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A.C.A. § 6-13-1405 (2013)

6-13-1405, 6-13-1406. [Repealed.]

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A.C.A. § 6-13-1407 (2013)

6-13-1407. Creation of a school district -- When part of a school district taken.

(a) Any receiving or resulting district created under this section shall become the successor in interest to the property of the school district dissolved, shall become liable for the contracts and debts of such a school district, and may sue and be sued therefor.

(b) When territory less than the entire school district is annexed or consolidated to a school district, the receiving or resulting district shall take the property of the school district from which the territory was taken, as the State Board of Education shall deem proper, and shall be liable for that part of all indebtedness of the school district from which the territory was taken as shall be assigned to it by the state board unless otherwise approved by a majority vote of the affected school district's or districts' board or boards of directors.

HISTORY: Acts 2001, No. 1225, § 1.

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A.C.A. § 6-13-1408 (2013)

6-13-1408. Annexation or consolidation not to negatively impact state-assisted desegregation.

(a) The State Board of Education shall not order any annexation or consolidation under this subchapter or any other act or any combination of acts which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in this state.

(b) Prior to the entry of any order under this subchapter, the state board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to assist a school district or districts in desegregation of the public schools of this state.

(c) Any order of annexation or consolidation or combination thereof that violates the provisions of this section shall be null and void.

HISTORY: Acts 2001, No. 1225, § 1.

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A.C.A. § 6-13-1409 (2013)

6-13-1409. State Board of Education.

(a) The State Board of Education shall have the following duties regarding consolidations and annexations:

(1) To form local school districts, change boundary lines of school districts, dissolve school districts and annex the territory of those school districts to another school district, create new school districts, and perform all other functions regarding changes in school districts in accordance with the law;

(2) To transfer funds and attach territory that is in no school district to other school districts as may seem best for the educational welfare of the children; and

(3) To enact rules and regulations regarding the consolidation and annexation of school districts under this title.

(b) The millage rate of the electors of the affected district shall remain the same until an election may be held to change the rate of taxation for the resulting district or receiving district.

HISTORY: Acts 2001, No. 1225, § 1; 2003, No. 1467, § 20.

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A.C.A. § 6-13-1410 (2013)

6-13-1410. Appeal and election.

Notwithstanding any other provision of law, the decision of the State Board of Education regarding a consolidation or annexation shall be final with no further right of appeal except that only an aggrieved district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, § 25-15-201 et seq.

HISTORY: Acts 2003, No. 1467, § 21; 2011, No. 989, § 8.

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A.C.A. § 6-13-1411 (2013)

6-13-1411. Use of fund balances.

(a) Unless otherwise approved by a unanimous vote of the board of directors of the resulting district, the fund balances of any school district that is consolidated, annexed, or otherwise reorganized shall be used by the resulting district solely for the construction of facilities or the operation, maintenance, or support of the schools that were located in the affected school district from which the fund balance was derived if any of the facilities of the affected district from which the fund balance was derived remain open.

(b) The provisions of this section shall not apply if the consolidation or annexation is because of the school district's failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, § 6-21-801 et seq.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 71, § 1; 2013, No. 1073, § 9.

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A.C.A. § 6-13-1412 (2013)

6-13-1412, 6-13-1413. [Repealed.]

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A.C.A. § 6-13-1414 (2013)

6-13-1414. Boundary change by State Board of Education.

(a) (1) The State Board of Education shall consider a petition from a local board of directors of any school district seeking an adjustment or change of boundary lines between its school district and an adjoining school district.

(2) The local board of directors must file the petition with the state board at least thirty (30) days prior to the next regularly scheduled state board meeting, at which time the petition will be presented for hearing before the state board.

(b) Upon proof to the state board of public notice issued in the local newspapers of general circulation in each affected school district no less than one (1) time a week for two (2) consecutive weeks, the state board may, by approval of a majority of the members of a quorum present of the state board, issue an order changing or adjusting the boundary lines between the adjoining school districts.

(c) If the local board of directors of each of the affected school districts is unable to agree on the proposed change in boundary lines, the state board shall adjust and change the boundary lines in accordance with its best judgment subject to the requirement of subsection (f) of this section or shall rule that the boundaries remain unchanged.

(d) Upon an order from the state board to change or adjust boundary lines, it shall be the duty of the Department of Education to immediately make changes in the maps of the school districts of the county to show the changes of boundaries.

(e) (1) The state board shall:

(A) Issue an order establishing the changed boundaries; and

(B) File the order with the:

(i) County clerk in each county in which every affected school district lies;

(ii) Secretary of State; and

(iii) Arkansas Geographic Information Office.

(2) The county clerk shall make a permanent record of the order.

(3) The boundaries established under this subsection shall be the boundaries of the affected school districts until changes are made according to the provisions of law.

(f) The state board shall not order any change in school district boundaries which hampers, delays, or in any manner negatively affects the desegregation efforts of the public school districts in the State of Arkansas.

HISTORY: Acts 2001, No. 1037, § 1; 2011, No. 989, § 9.

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A.C.A. § 6-13-1415 (2013)

6-13-1415. Involuntary consolidation or annexation -- Effective date -- Interim board of directors.

(a) This section applies to the involuntary consolidation or involuntary annexation of a school district made by a motion of the State Board of Education.

(b) The effective date of an involuntary consolidation or involuntary annexation of a school district shall be the July 1 after the state board action unless determined otherwise by the state board.

(c) The state board shall establish the terms and conditions of the involuntary consolidation or involuntary annexation that shall govern the affected districts, resulting districts, and receiving districts.

(d) (1) If the state board determines that a new permanent board of directors is necessary, the state board shall prescribe:

(A) The number of members for the new permanent board of directors of the resulting district or receiving district;

(B) The manner of formation of the new permanent board of directors of the resulting district or receiving district under § 6-13-1417; and

(C) (i) Whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.

(ii) The election for the new permanent school board of directors may take place during the second school election after the effective date of consolidation or annexation only if the state board determines that additional time is required to implement singe-member zoned elections.

(2) If the state board determines that an interim board of directors is necessary, the state board shall prescribe:

(A) The number of members for the interim board of directors of the resulting district or receiving district;

(B) The terms of the members of the interim board of directors of the resulting district or receiving district; and

(C) (i) The manner of formation of the interim board of directors of the resulting district or receiving district.

(ii) The state board may:

(a) Allow the affected districts and receiving districts thirty (30) days to establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;

(b) Appoint an interim board of directors to govern the resulting or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation; or

(c) Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board to govern the resulting district or receiving district.

(3) The state board may determine that an interim board of directors is not necessary and may order the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.

(e) (1) An interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

(A) Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under subdivision (d)(1)(C) of this section; or

(B) All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the state board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

(2) If the state board allows the local school districts time to establish an interim board of directors, the board of directors of each affected district before the consolidation or each affected district and receiving district before the annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors, subject to approval by the state board, by:

(A) The voluntary resignation of one (1) or more members of the existing board of directors;

(B) Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or

(C) Selecting one (1) or more members of the existing board of directors by a random lot drawing.

(3) An interim board of directors shall be established by May 31 of the year preceding the effective date of administrative consolidation or administrative annexation under § 6-13-1603 if the state board determines that an interim board of directors is necessary.

(f) (1) A consolidation or annexation order adopted by the state board shall be filed with the:

(A) County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;

(B) Secretary of State; and

(C) Arkansas Geographic Information Office.

(2) A consolidation or annexation order shall include a map of the boundaries of the resulting district or receiving district.

(3) A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

(g) The state board may promulgate rules necessary to administer this subchapter.

HISTORY: Acts 2011, No. 1217, § 4.

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A.C.A. § 6-13-1416 (2013)

6-13-1416. Voluntary consolidation or annexation -- Effective date -- Interim board of directors.

(a) This section applies to any petition for consolidation or annexation of a school district submitted to the State Board of Education by a school district.

(b) The effective date of a petition for consolidation or annexation of a school district shall be the July 1 after the state board approves the consolidation or annexation petition unless the state board approves an alternative effective date or determines otherwise.

(c) (1) Each board of directors of an affected district and receiving district shall enter into a written agreement approved by the quorum of the members of each board of directors present and executed by the president and secretary of each school board of directors.

(2) The written agreement may prescribe the effective date of the annexation of the affected district to the receiving district or the effective date of the formation of the resulting district from consolidation of affected districts, subject to approval by the state board.

(3) (A) The written agreement may prescribe the number of members of the permanent board of directors of the resulting district or receiving district and the manner of formation of the permanent board of directors of the resulting district or receiving district under § 6-13-1417 or as allowed by law.

(B) (i) If the written agreement prescribes the formation of a new permanent board of directors, the written agreement shall specify whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.

(ii) The election of a new permanent board of directors may take place during the second school election after the effective date of consolidation or annexation only if additional time is necessary to implement single-member zoned elections.

(d) The written agreement may prescribe for the formation of an interim board of directors,

including the number of members, the length of member terms, and the manner of formation as follows:

(1) Establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;

(2) Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board of directors; or

(3) Determine that an interim board of directors is not necessary and may designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.

(e) (1) If the written agreement prescribes the formation of an interim board of directors, the interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

(A) Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under subdivision (c)(3)(B) of this section; or

(B) All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the written agreement may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

(2) If the written agreement prescribes formation of an interim board of directors, the board of directors of the affected district before the consolidation or the affected district and receiving district before annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors by:

(A) The voluntary resignation of one (1) or more members of the existing board of directors;

(B) Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or

(C) Selecting one (1) or more members of the existing board of directors by a random lot drawing.

(3) If the written agreement in an administrative consolidation or an administrative annexation under § 6-13-1603 requires the formation of an interim board of directors, the interim board of directors shall be established by May 31 preceding the effective date of the administrative consolidation or administrative annexation.

(f) (1) An executed copy of the written agreement shall be attached to the petition for consolidation or annexation submitted to the state board.

(2) If the written agreement is approved by the state board, the terms of the written agreement shall be binding upon the affected districts, receiving districts, and resulting districts, including the interim and permanent school boards of directors.

(3) A written agreement under this section shall not be effective without approval from the state board.

(g) (1) A consolidation or annexation petition approved by the state board along with an executed copy of the written agreement shall be filed with the:

(A) County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;

(B) Secretary of State; and

(C) Arkansas Geographic Information Office.

(2) An approved consolidation or annexation petition shall include a map of the boundaries of the resulting district or receiving district.

(3) An approved consolidation or annexation petition filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

HISTORY: Acts 2011, No. 1217, § 4; 2013, No. 1073, § 10.

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A.C.A. § 6-13-1417

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*** Legislation is current through the 2013 Regular Session and updates ***
*** received from the Arkansas Code Revision Commission through ***
*** September 12, 2013. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 13 School Districts
Subchapter 14 -- Consolidation, Annexation, and Formation

A.C.A. § 6-13-1417 (2013)

6-13-1417. Formation of a permanent board of directors.

(a) (1) A permanent board of directors shall have either five (5) or seven (7) members unless the school district is allowed to have nine (9) members under § 6-13-634.

(2) The length of the terms of the board of directors may be for the time period prescribed by law and:

(A) Prescribed in the written agreement under § 6-13-1416; or

(B) Determined by the permanent board of directors.

(3) At the first meeting of the permanent board of directors, the members shall determine the terms of the board of directors by lot so that not more than two (2) members' terms expire during any one (1) year.

(4) A vacancy on the board of directors shall be filled as prescribed by law.

(b) (1) If single-member election zones are not necessary to comply with the Voting Rights Act of 1965 or with any other federal or state law, any or all of the members of the permanent board of directors may be elected at large.

(2) A minimum of five (5) members of a permanent board of directors shall be elected from single-member election zones if one (1) or more of the following applies:

(A) Single-member election zones are required to comply with the Voting Rights Act of 1965 or other federal law;

(B) The resulting district or receiving district after consolidation or annexation is required to be zoned under § 6-13-631 or other state law; or

(C) The boards of directors of the affected districts before consolidation or the boards of directors of the affected districts and receiving districts before annexation agree that the

permanent board of directors shall be elected from single-member election zones.

(3) If single-member election zones are necessary to comply with the Voting Rights Act of 1965, other federal law, or state law, the resulting district or receiving district shall:

(A) Review the demographic makeup and boundaries of the zones based on the latest decennial census data of the resulting district or receiving district after consolidation or annexation and rezone the resulting district or receiving district as necessary to comply with the Voting Rights Act of 1965, other federal law, or state law;

(B) Complete the election rezoning no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation; and

(C) No later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation, file a digital map in a format prescribed by the Arkansas Geographic Information Office detailing the election zone boundaries of the resulting district or receiving district with the:

(i) Secretary of State;

(ii) Arkansas Geographic Information Office; and

(iii) County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district.

HISTORY: Acts 2011, No. 1217, § 4; 2013, No. 1073, § 11; 2013, No. 1155, § 12.

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CONSOLIDATION/ANNEXATION RULES

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS
January 2013

1.00 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures concerning the consolidation and annexation of school districts; the administrative consolidation and annexation of school districts; and the distribution of consolidation/annexation incentive funding.

2.00 AUTHORITY

2.01 The State Board of Education (State Board) enacts these rules pursuant to the authority granted by Ark. Code Ann. §§ 6-11-105, 6-13-1401 et seq., 6-13-1601 et seq., 25-15-201 et seq., and annual appropriations of the Arkansas General Assembly.

3.00 DEFINITIONS

3.01 "Administrative annexation" means the joining of an affected school district or a part of the school district with a receiving school district;

3.02 "Administrative consolidation" means the joining of two (2) or more school districts to create a new single school district with one (1) administrative unit and one (1) board of directors that is not required to close school facilities;

3.03 "Affected district" means a school district that:

3.03.1 Loses territory or students as a result of annexation or administrative annexation; or

3.03.2 Is involved in a consolidation or administrative consolidation.

3.04 "Aggrieved district" means the lawfully constituted and existing board of directors of a school district that gains or loses territory or students as a result of an annexation, administrative annexation, consolidation, or administrative consolidation;

3.05 "Annexation" means the joining of an affected school district or part thereof with a receiving district;

3.06 "Average daily membership (ADM)" means the total number of days attended plus the total number of days absent by students in grades kindergarten through twelve (K-12) during the first three (3) quarters of each school year divided by the

number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth.

3.06.1 Students who may be counted for average daily membership are:

3.06.1.1 Students who reside within the boundaries of the school district and who are enrolled in a public school operated by the school district or a private school for special education students, with their attendance resulting from a written tuition agreement approved by the Department of Education;

3.06.1.2 Legally transferred students living outside the school district but attending a public school in the school district; and

3.06.1.3 Students who reside within the boundaries of the school district and who are enrolled in the Arkansas National Guard Youth Challenge Program, so long as the students are participants in the program;

3.07 "Consolidation" means the joining of two (2) or more affected school districts or parts thereof to create a new single school district;

3.08 "Debt" means a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the school district.

3.09 "Receiving district" means a school district or districts that receive territory or students, or both, from an affected district as a result of annexation or administrative annexation;

3.10 "Resulting district" means the new school district created from affected districts as a result of consolidation or administrative consolidation.

Source: Ark. Code Ann. §§ 6-13-1401 and 6-13-1601

4.00 CONSOLIDATION AND ANNEXATION AUTHORITY OF THE STATE BOARD

4.01 There shall not be any consolidation or annexation of any public school district with any other school district in the state without the prior consent and approval of the State Board.

Source: Ark. Code Ann. § 6-13-1402

CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

5.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY ANNEX SCHOOL DISTRICTS

5.01 The State Board shall consider the annexation of an affected school district or districts to a receiving district or districts under any of the following conditions:

5.01.1 The State Board, after providing thirty (30) days written notice to the affected school districts, determines that annexation is in the best interest of the affected district or districts and the receiving district based upon failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.;

5.01.2 The affected district or districts file a petition with the State Board requesting annexation to a particular receiving district or districts, and a copy of the petition is filed with the county clerk's office of each county where the affected district or districts are located;

5.01.2.1 The county clerk's office of each county where the affected district or districts are located certifies in writing that the petition has been signed by a majority of the qualified electors of the affected district or districts; and

5.01.2.2 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided for in Ark. Code Ann. § 6-14-122;

5.01.3 A majority of the qualified electors in the affected district or districts vote to approve the annexation of an affected school district or districts to a receiving district or districts as provided for in Ark. Code Ann. § 6-14-122; and

5.01.3.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or

districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided in Ark. Code Ann. § 6-14-122; or

5.01.4 The local board of education of the affected district or districts votes to approve by resolution the annexation of the affected district or districts to a receiving district or districts by a majority of the members of the local board of education of the affected district or districts; and

5.01.4.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving districts as provided for in Ark. Code Ann. § 6-14-122.

5.02 The State Board may vote to approve, by a majority of a quorum present of the members of the State Board, the annexation of the affected districts into a receiving district:

5.02.1 The State Board, after providing thirty (30) days written notice to the affected districts, may on its own motion based on a school district's failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

5.02.2 Upon receipt of a valid petition for annexation and after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1403(a) and Section 5.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to annex affected districts into a receiving district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

5.03 In order for the petition for annexation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to annex a school district or districts upon a motion of the State Board as allowed in Ark. Code Ann. § 6-13-1403(b) and Section 5.02 of these rules.

5.04 Upon determination by the State Board to annex a school district or approval of a petition requesting annexation, the State Board shall issue an order dissolving the affected district or districts and establishing the receiving district or districts.

5.04.1 The State Board shall issue an order establishing the boundary lines of the receiving district or districts.

5.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the receiving district or districts.

5.05 The State Board shall:

5.05.1 Issue an order establishing the changed boundaries; and

5.05.2 File the order with the:

5.05.2.1 County clerk of each county that contains school district territory of each affected or receiving district;

5.05.2.2 Secretary of State; and

5.05.2.3 Arkansas Geographic Information Office.

5.05.3 The county clerk shall make a permanent record of the order.

5.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

5.05.5 The boundaries established by the State Board pursuant to Ark. Code Ann. § 6-13-1403(e) and Section 5.05 of these rules shall be the boundaries of the receiving district or districts until changes are made according to the provisions of law.

5.06 The State Board shall not annex affected districts into a receiving district or districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for annexation:

5.06.1 The annexation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

5.06.2 The annexation will provide a significant advantage in transportation costs or service to all the school districts involved.

Source: Ark. Code Ann. §§ 6-13-1403, 6-13-1415, & 6-13-1416

6.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY CONSOLIDATE SCHOOL DISTRICTS

6.01 The State Board shall consider the consolidation of affected districts into a new resulting district or districts under the following conditions:

6.01.1 The State Board, after providing thirty (30) days written notice to the affected school districts, determines consolidation is in the best interest of the affected districts based upon failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.01.2 The affected districts file a petition with the State Board requesting that the affected districts be consolidated into a resulting district or districts;

6.01.2.1 A copy of the petition has been filed with the county clerk's office of each county where the affected districts are located;

6.01.2.2 The county clerk's office certifies in writing to the State Board that the petition has been signed by a majority of the qualified electors of the affected districts;

6.01.2.3 A majority of the qualified electors in the affected districts votes to approve consolidation of the affected districts into a resulting district or districts pursuant to a valid election as provided in Ark. Code Ann. § 6-14-122; and

6.01.2.4 The local board of directors votes to approve by resolution of a majority of the members of each local board of education the consolidation of the affected districts into a resulting district or districts.

6.02 The State Board:

6.02.1 After providing thirty (30) days written notice to the affected districts, may consolidate school districts upon its own motion based upon a school district's failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.02.2 May vote to approve by a majority of a quorum present of the members of the State Board the consolidation of the affected districts into a resulting district or districts upon receipt of a valid petition for consolidation after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1404(a) and Section 6.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to consolidate affected districts into a resulting district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

6.03 In order for the petition for consolidation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to consolidate a school district or districts on a motion of the State Board as allowed Ark. Code Ann. § 6-13-1404(b) and Section 6.02 of these rules.

6.04 Upon consolidation of a school district by the State Board or approval of a petition requesting consolidation, the State Board shall issue an order dissolving the affected districts and establishing the resulting district or districts.

6.04.1 The State Board shall issue an order establishing the boundary lines of the resulting district or districts.

6.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the resulting district or districts.

6.05 The State Board shall:

6.05.1 Issue an order establishing the changed boundaries; and

6.05.2 File the order with the:

6.05.2.1 County clerk of each county that contains school district territory of each affected or resulting district;

6.05.2.2 Secretary of State; and

6.05.2.3 Arkansas Geographic Information Office.

6.05.3 The county clerk shall make a permanent record of the order.

6.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

6.05.5 The boundaries established under this subsection shall be the boundaries of the resulting district or districts until changes are made according to the provisions of law.

6.06 The State Board shall not consolidate affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for consolidation:

6.06.1 The consolidation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

6.06.2 The consolidation will provide a significant advantage in transportation costs or service to all the school districts involved.

Source: Ark. Code Ann. §§ 6-13-1404, 6-13-1415, & 6-13-1416

7.00 RESULTING DISTRICT SUCCESSOR IN INTEREST – WHEN PART OF DISTRICT TAKEN

7.01 Any receiving or resulting district created under Ark. Code Ann. § 6-13-1407 and Section 7.00 of these rules shall become the successor in interest to the property of the school district dissolved, shall become liable for the contracts and debts of such a school district, and may sue and be sued therefor.

7.02 When territory less than the entire school district is annexed or consolidated to a school district, the receiving or resulting district shall take the property of the

school district from which the territory was taken, as the State Board shall deem proper, and shall be liable for that part of all indebtedness of the school district from which the territory was taken as shall be assigned to it by the State Board unless otherwise approved by a majority vote of the affected school district's or districts' board or boards of directors.

Source: Ark. Code Ann. § 6-13-1407

8.00 ANNEXATION OR CONSOLIDATION NOT TO NEGATIVELY IMPACT STATE-ASSISTED DESEGREGATION

8.01 The State Board shall not order any annexation or consolidation pursuant to Title 6, Chapter 13, Subchapter 14, or any other act or any combination of acts which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in this state.

8.02 Prior to the entry of any order under Title 6, Chapter 13, Subchapter 14, the State Board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to assist a school district or districts in desegregation of the public schools of this state.

8.03 Any order of annexation or consolidation or combination thereof that violates the provisions of Ark. Code Ann. § 6-13-1408 and Section 8.00 of these rules shall be null and void.

Source: Ark. Code Ann. § 6-13-1408

9.00 OTHER STATE BOARD OF EDUCATION DUTIES

9.01 The State Board shall have the following duties regarding consolidations and annexations:

9.01.1 To form local school districts, change boundary lines of school districts, dissolve school districts and annex the territory of those school districts to another school district, create new school districts, and perform all other functions regarding changes in school districts in accordance with the law;

9.01.2 To transfer funds and attach territory that is in no school district to other school districts as may seem best for the educational welfare of the children; and

9.01.3 To enact rules and regulations regarding the consolidation and annexation of school districts pursuant to Title 6 of the Arkansas Code.

9.02 The millage rate of the electors of an affected district shall remain the same until an election may be held to change the rate of taxation for the resulting or receiving district or districts.

Source: Ark. Code Ann. § 6-13-1409

10.00 APPEAL AND ELECTION

10.01 Notwithstanding any other provision of law or rule of the State Board, the decision of the State Board regarding an administrative consolidation, consolidation, administrative annexation, or annexation shall be final with no further right of appeal except that only an aggrieved district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

Source: Ark. Code Ann. § 6-13-1410

11.00 USE OF FUND BALANCES

11.01 Unless otherwise approved by a unanimous vote of the board of directors of the resulting district, the fund balances of any school district that is consolidated, annexed, or otherwise reorganized shall be used by the resulting district solely for the construction of facilities or the operation, maintenance, or support of the schools that were located in the affected school district from which the fund balance was derived if any of the facilities of the affected district from which the fund balance was derived remain open.

11.02 The provisions of Ark. Code Ann. § 6-13-1411 and Section 11.00 of these rules shall not apply if the consolidation or annexation is because of the school district's failure to meet standards for accreditation or failure to meet academic or fiscal distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., or the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq.

Source: Ark. Code Ann. § 6-13-1411

12.00 INVOLUNTARY ANNEXATION OR CONSOLIDATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS

12.01 Ark. Code Ann. § 6-13-1415 and Section 12.00 of these rules apply to the involuntary consolidation or involuntary annexation of a school district made by a motion of the State Board.

12.02 The effective date of an involuntary consolidation or involuntary annexation of a school district shall be the July 1 after the State Board action unless determined otherwise by the State Board.

12.03 The State Board shall establish the terms and conditions of the involuntary consolidation or involuntary annexation that shall govern the affected districts, resulting districts, and receiving districts.

12.04 If the State Board determines that a new permanent board of directors is necessary, the State Board shall prescribe:

12.04.1 The number of members for the new permanent board of directors of the resulting district or receiving district;

12.04.2 The manner of formation of the new permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 and Section 14.00 of these rules; and

12.04.3 Whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation. The election for the new permanent school board of directors may take place during the second school election after the effective date of consolidation or annexation only if the State Board determines that additional time is required to implement singe-member zoned elections.

12.05 If the State Board determines that an interim board of directors is necessary, the State Board shall prescribe:

12.05.1 The number of members for the interim board of directors of the resulting district or receiving district;

12.05.2 The terms of the members of the interim board of directors of the resulting district or receiving district; and

12.05.3 The manner of formation of the interim board of directors of the resulting district or receiving district. The State Board may:

12.05.3.1 Allow the affected districts and receiving districts thirty (30) days to establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student

population of each of the affected districts and receiving districts before consolidation or annexation;

12.05.3.2 Appoint an interim board of directors to govern the resulting or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation; or

12.05.3.3 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board to govern the resulting district or receiving district.

12.06 The State Board may determine that an interim board of directors is not necessary and may order the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.

12.07 An interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

12.07.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1415(d)(1)(C) and Section 12.04.3 of these rules; or

12.07.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the State Board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

12.08 If the State Board allows the local school districts time to establish an interim board of directors, the board of directors of each affected district before the consolidation or each affected district and receiving district before the annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors, subject to approval by the State Board, by:

12.08.1 The voluntary resignation of one (1) or more members of the existing board of directors;

12.08.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or

12.08.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.

12.09 An interim board of directors shall be established by May 31 of the year preceding the effective date of administrative consolidation or administrative annexation under Ark. Code Ann. § 6-13-1603 if the State Board determines that an interim board of directors is necessary.

12.10 A consolidation or annexation order adopted by the State Board shall be filed with the:

12.10.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;

12.10.2 Secretary of State; and

12.10.3 Arkansas Geographic Information Office.

12.11 A consolidation or annexation order shall include a map of the boundaries of the resulting district or receiving district.

12.12 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

Source: Ark. Code Ann. § 6-13-1415

13.00 VOLUNTARY CONSOLIDATION OR ANNEXATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS

13.01 Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules apply to any petition for consolidation or annexation of a school district submitted to the State Board by a school district.

13.02 The effective date of a petition for consolidation or annexation of a school district shall be the July 1 after the State Board approves the consolidation or annexation petition unless the State Board approves an alternative effective date or determines otherwise.

13.03 Each board of directors of an affected district and receiving district shall enter into a written agreement approved by the quorum of the members of each board

of directors present and executed by the president and secretary of each school board of directors.

13.03.1 The written agreement may prescribe the effective date of the annexation of the affected district to the receiving district or the effective date of the formation of the resulting district from consolidation of affected districts, subject to approval by the state board.

13.03.2 The written agreement may prescribe the number of members of the permanent board of directors of the resulting district or receiving district and the manner of formation of the permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 or as allowed by law.

13.03.2.1 If the written agreement prescribes the formation of a new permanent board of directors, the written agreement shall specify whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.

13.03.2.2 The election of a new permanent board of directors may take place during the second school election after the effective date of consolidation or annexation only if additional time is necessary to implement single-member zoned elections.

13.04 The written agreement may prescribe for the formation of an interim board of directors, including the number of members, the length of member terms, and the manner of formation as follows:

13.04.1 Establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;

13.04.2 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board of directors; or

13.04.3 Determine that an interim board of directors is not necessary and may designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the

receiving district in an annexation to remain as the permanent school board of directors.

13.05 If the written agreement prescribes the formation of an interim board of directors, the interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

13.05.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1416(c)(3)(B) and Sections 13.03.2.1 and 13.03.2.2 of these rules; or

13.05.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the State Board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

13.06 If the written agreement prescribes formation of an interim board of directors, the board of directors of the affected district before the consolidation or the affected district and receiving district before annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors by:

13.06.1 The voluntary resignation of one (1) or more members of the existing board of directors;

13.06.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or

13.06.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.

13.07 If the written agreement in an administrative consolidation or an administrative annexation under Ark. Code Ann. § 6-13-1603 requires the formation of an interim board of directors, the interim board of directors shall be established by May 31 preceding the effective date of the administrative consolidation or administrative annexation.

13.08 An executed copy of the written agreement shall be attached to the petition for consolidation or annexation submitted to the State Board.

13.08.1 If the written agreement is approved by the State Board, the terms of the written agreement shall be binding upon the affected

districts, receiving districts, and resulting districts, including the interim and permanent school boards of directors.

13.08.2 A written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules shall not be effective without approval from the State Board.

13.09 A consolidation or annexation petition approved by the State Board along with an executed copy of the written agreement shall be filed with the:

13.09.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;

13.09.2 Secretary of State; and

13.09.3 Arkansas Geographic Information Office.

13.10 An approved consolidation or annexation petition shall include a map of the boundaries of the resulting district or receiving district.

13.11 An approved consolidation or annexation petition filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

Source: Ark. Code Ann. § 6-13-1416

14.00 FORMATION OF A PERMANENT BOARD OF DIRECTORS

14.01 A permanent board of directors shall have either five (5) or seven (7) members unless the school district is allowed to have nine (9) members under Ark. Code Ann. § 6-13-604.

14.02 The length of the terms of the board of directors may be for the time period prescribed by law and:

14.02.1 Prescribed in the written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules; or

14.02.2 Determined by the permanent board of directors.

14.03 At the first meeting of the permanent board of directors, the members shall determine the terms of the board of directors by lot so that not more than two (2) members' terms expire during any one (1) year.

14.04 A vacancy on the board of directors shall be filled as prescribed by law.

14.05 If single-member election zones are not necessary to comply with the Voting Rights Act of 1965 or with any other federal or state law, any or all of the members of the permanent board of directors may be elected at large.

14.06 A minimum of five (5) members of a permanent board of directors shall be elected from single-member election zones if one (1) or more of the following applies:

14.06.1 Single-member election zones are required to comply with the Voting Rights Act of 1965 or other federal law;

14.06.2 The resulting district or receiving district after consolidation or annexation is required to be zoned under Ark. Code Ann. § 6-13-631 or other state law; or

14.06.3 The boards of directors of the affected districts before consolidation or the boards of directors of the affected districts and receiving districts before annexation agree that the permanent board of directors shall be elected from single-member election zones.

14.07 If single-member election zones are necessary to comply with the Voting Rights Act of 1965, other federal law, or state law, the resulting district or receiving district shall:

14.07.1 Review the demographic makeup and boundaries of the zones based on the latest decennial census data of the resulting district or receiving district after consolidation or annexation and rezone the resulting district or receiving district as necessary to comply with the Voting Rights Act of 1965, other federal law, or state law;

14.07.2 Complete the election rezoning no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation; and

14.07.3 File a digital map detailing the election zone boundaries of the resulting district or receiving district with the Secretary of State and the Arkansas Geographic Information Office in a format prescribed by the Arkansas Geographic Information Office no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation.

Source: Ark. Code Ann. § 6-13-1417

ADMINISTRATIVE CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

15.00 ADMINISTRATIVE CONSOLIDATION LIST

15.01 By January 1 of each year, the Department of Education shall publish a:

15.01.1 List of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year; and

15.01.2 Consolidation list that includes all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two (2) school years immediately preceding the current school year.

Source: Ark. Code Ann. § 6-13-1602

16.00 ADMINISTRATIVE REORGANIZATION

16.01 Any school district included in the Department of Education's consolidation list under Ark. Code Ann. § 6-13-1602 may voluntarily agree to administratively consolidate with or be annexed to another school district or districts in accordance with the requirements and limitations of Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules.

16.02 Any school district on the consolidation list choosing to voluntarily administratively consolidate or annex shall submit a petition for approval to the State Board by March 1 immediately following publication of the list and shall set forth the terms of the administrative consolidation or annexation agreement in the petition. If the petition is approved by the State Board, the administrative consolidation or annexation shall be completed by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.

16.03 Any school district on the consolidation list that does not submit a petition under Ark. Code Ann. § 6-13-1603(a)(2)(A) or Section 16.02 of these rules, or that does not receive approval by the State Board for a voluntary consolidation or annexation petition, shall be administratively consolidated by the State Board with or into one (1) or more school districts by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.

16.04 The State Board shall promptly consider petitions or move on its own motion to administratively consolidate a school district on the consolidation list in order to

enable the affected school districts to reasonably accomplish any resulting administrative consolidation or annexation by July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.

16.05 The State Board shall not deny the petition for voluntary administrative consolidation or annexation of any two (2) or more school districts unless:

16.05.1 The provisions contained in the articles of administrative consolidation or annexation would violate state or federal law; or

16.05.2 The voluntary consolidation or annexation would not contribute to the betterment of the education of students in the school district.

16.06 Any school district required to be administratively consolidated under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules shall be administratively consolidated in such a manner as to create a resulting district with an average daily membership meeting or exceeding three hundred fifty (350).

16.07 All administrative consolidations or annexations under Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state.

16.08 In the administratively consolidated or annexed school districts created under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules, the ad valorem tax rate shall be determined as set forth under Ark. Code Ann. § 6-13-1409 and Section 9.00 of these rules.

16.09 Nothing in Ark. Code Ann. § 6-13-1603 or Section 16.00 of these rules shall be construed to require the closing of any school or school facility.

16.10 No administratively consolidated or annexed resulting or receiving school district shall have more than one (1) superintendent.

16.11 Any school district not designated as being in academic or fiscal distress for the current school year and previous two (2) school years that administratively receives by consolidation or annexation a school district designated by the State Board as being in academic or fiscal distress at the time of consolidation or annexation shall not be subject to academic or fiscal distress sanctions for a period of three (3) years from the effective date of consolidation unless:

16.11.1 The school district fails to meet minimum teacher salary requirements; or

16.11.2 The school district fails to comply with the Standards for Accreditation of Arkansas Public Schools and School Districts issued by the Department of Education.

16.12 Noncontiguous school districts may voluntarily consolidate if the facilities and physical plant of each school district:

16.12.1 Are within the same county, and the State Board approves the administrative consolidation; or

16.12.2 Are not within the same county, and the State Board approves the administrative consolidation or administrative annexation and finds that:

16.12.2.1 The administrative consolidation or administrative annexation will result in the overall improvement in the educational benefit to students in all of the school districts involved; or

16.12.2.2 The administrative consolidation or administrative annexation will provide a significant advantage in transportation costs or service to all of the school districts involved.

16.13 Contiguous school districts may administratively consolidate even if they are not in the same county.

16.14 The provisions of Ark. Code Ann. §§ 6-13-1415 through 6-13-1417, and Sections 12.00 through 14.00 of these rules, shall govern the board of directors of each resulting district or receiving district created under this Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules.

Source: Ark. Code Ann. § 6-13-1603

17.00 DEVELOPMENT OF PLAN TO TRACK STUDENT PROGRESS

17.01 Following the administrative consolidation or administrative annexation under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 1, 2004, each receiving district or resulting district and the Department of Education shall develop a plan to track the educational progress of all students from the affected district and the following subgroups of those students:

17.01.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;

17.01.2 Economically disadvantaged students;

17.01.3 Students from major racial and ethnic groups; and

17.01.4 Specific population groups as identified by the State Board, the Department of Education, the affected district, or the receiving district as target groups for closing the achievement gaps.

17.02 The receiving or resulting district shall obtain and retain all student records from the affected district for the five (5) years immediately preceding the administrative consolidation or administrative annexation, specifically including, but not limited to:

17.02.1 Individual student records;

17.02.2 Attendance records;

17.02.3 Enrollment records;

17.02.4 Assessment records for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., specifically including benchmark assessments and end-of-course assessments; and

17.02.5 American College Test (ACT) and Standardized Aptitude Test (SAT) results and records.

17.03 The school district shall report to the Department of Education information determined by the Department of Education as necessary to track the educational progress of all students from the affected district as a subgroup and the following subgroups of those transferred students:

17.03.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;

17.03.2 Economically disadvantaged students; and

17.03.3 Students from major racial and ethnic groups.

17.04 By November 1 of each year, the Department of Education shall file a written report with the Governor, the chair of the House Interim Committee on Education, the chair of the Senate Interim Committee on Education, and the secretary of the Legislative Council assessing the educational progress of all students from the

affected district as a subgroup and the following subgroups of those transferred students:

17.04.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;

17.04.2 Economically disadvantaged students; and

17.04.3 Students from major racial and ethnic groups.

Source: Ark. Code Ann. § 6-13-1606

18.00 RETENTION OF HISTORICAL RECORDS AND DOCUMENTS

18.01 Following the annexations or consolidations under Ark. Code Ann. § 6-13-1601 et seq. effective prior to December 1, 2004, and prior to any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving or resulting school district shall obtain and retain all student and historical records and documents from the affected school district, specifically including, but not limited to:

18.01.1 Student transcripts;

18.01.2 Graduation records;

18.01.3 Minutes and other legal documents of the local board of directors;

18.01.4 Maps or boundary documents;

18.01.5 Sports records, trophies, and awards;

18.01.6 Employee records; and

18.01.7 Financial records.

Source: Ark. Code Ann. § 6-13-1607

19.00 AUDIT REQUIRED

19.01 The Division of Legislative Audit shall conduct a comprehensive financial review of all the school district's financial matters for any school that is involved in administrative consolidation or administrative annexation or is otherwise reorganized by the State Board.

19.02 The comprehensive financial review shall begin no less than ten (10) days after the earliest of:

19.02.1 The publication of the district's name on the consolidation and annexation list under Ark. Code Ann. § 6-13-1602;

19.02.2 The filing of a petition for voluntary administrative consolidation or administrative annexation; or

19.02.3 The adoption of a motion by the State Board to consolidate, annex, or otherwise reorganize a school district designated as being in academic or fiscal distress.

19.03 Beginning on the date of publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 16.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require those school districts to have accurate records necessary to close all books within sixty (60) days after the end of the fiscal year.

19.03.1 No contract or other debt obligation incurred by a school district for which the department has oversight authority under Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules shall be valid or enforceable against a resulting school district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

19.04 Any school that is involved in an administrative consolidation or administrative annexation shall have an audit started within thirty (30) days of the completion of the closing of the books by the school district.

19.05 The Department of Education and the Division of Legislative Audit shall jointly develop the scope and details of the comprehensive fiscal review consistent with the requirements of Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules.

19.06 A school district may not incur debt without the prior written approval of the Department of Education if the school district is identified by the Department of Education under Ark. Code Ann. § 6-13-1602(1) and Section 15.01.1 of these rules as having fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year.

Source: Ark. Code Ann. § 6-13-1608

20.00 PRESERVATION OF HISTORICAL SCHOOL ARTIFACTS

20.01 Following the administrative consolidations or administrative annexations under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving district or resulting district shall obtain, retain, preserve, and, as appropriate, display historical artifacts of the affected district in the same manner as if the historical artifacts were those of the receiving district or resulting district.

Source: Ark. Code Ann. § 6-13-1609

21.00 FINANCIAL RELIEF FOR DEBTS ACQUIRED AS A RESULT OF INVOLUNTARY CONSOLIDATIONS

21.01 As used in Section 21.00 of these rules:

21.01.1 "Accounts payable" means a debt owed by a school district on June 30 immediately prior to administrative consolidation, excluding bonded indebtedness or other long-term debt;

21.01.2 "Act 60 school district" means a school district that was on the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules and was involuntarily consolidated under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules;

21.01.3 "Available funding" means funds that are available to a school district for paying accounts payable or are reasonably expected to be collected and available for payment of accounts payable;

21.01.4 "Excess accounts payable" means accounts payable of an Act 60 school district that exceed available funding; and

21.01.5 "Improper expenditure exceptions" means an erroneous expenditure of federal or state funds that is noted as an audit exception and has been determined by the Department of Education to require an expenditure of funds by the resulting school district to be correct.

21.02 If on July 1, 2004, or thereafter, the State Board required an involuntary administrative consolidation under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules and the resulting district assumed excess accounts payable or improper expenditure exceptions incurred by the Act 60 school district before the July 1 administrative consolidation date that would have caused deficit spending

if paid from the funds of the Act 60 district, the Department of Education shall provide supplemental funding to the resulting district.

21.03 The amount of the supplemental funding provided under Ark. Code Ann. § 6-13-1610(b) and Section 21.02 of these rules shall be equal to the amount of the excess accounts payable and improper expenditure exceptions assumed by the resulting school district.

21.03.1 The amount of accounts payable, excess accounts payable, improper expenditure exceptions, and available funding shall be determined by the Department of Education based on information provided in a final audit and other verifiable fiscal information available to the Department of Education.

21.03.2 The audit of an Act 60 school district required under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be completed within the time under Ark. Code Ann. § 6-20-1801(d) for school districts in fiscal distress.

21.03.3 No supplemental funding shall be paid under this section until after completion of a final audit by the Division of Legislative Audit or a private certified public accountant that may conduct school district audits under Ark. Code Ann. § 6-20-1801.

21.04 Beginning on the date of the publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require these school districts to have accurate records necessary to close all books within sixty (60) days of the end of the fiscal year.

21.04.1 No contract or other debt obligation incurred by a school district for which the Department of Education has oversight authority under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be valid or enforceable against a resulting district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

Source: Ark. Code Ann. § 6-13-1610

22.00 ANNUAL REPORTS

22.01 By October 1 of each year, the resulting district or receiving district of any school district that was administratively consolidated or administratively annexed under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] shall file a written report with the House Interim Committee on

Education, the Senate Interim Committee on Education, and the Department of Education indicating:

22.01.1 What efforts were made and the results of those efforts for inclusion of parents from the affected district in the receiving district's or the resulting district's activities, including without limitation:

22.01.1.1 Parent-teacher associations;

22.01.1.2 Booster clubs; and

22.01.1.3 Parent involvement committees;

22.01.2 The number and percentage of students from the affected districts participating in an extracurricular activity, itemized by each extracurricular activity offered by the school district and, for each activity, which school district the student attended before reorganization; and

22.01.3 The employment status of each administrator by name, gender, and race before the administrative annexation or administrative consolidation, which school employed the administrator before administrative consolidation, and his or her employment status in the receiving district or the resulting district.

22.02 The Department of Education shall develop or approve a survey to be used by the resulting or receiving districts to capture perceptual data from parents and students regarding their opinions on:

22.02.1 Opportunities for inclusion or participation in the resulting or receiving district; and

22.02.2 The efforts, if any, that were made to include parents from the affected district in the receiving or resulting district's activities, including, but not limited to, parent-teacher associations, booster clubs, and parent involvement committees.

Source: Ark. Code Ann. § 6-13-1611

23.00 ACADEMIC SUPPORT CENTERS

23.01 The purpose of Ark. Code Ann. § 6-13-1612 and Section 23.00 of these rules is to:

23.01.1 Prevent students who attend administratively consolidated or administratively annexed schools from returning home to communities with little or no opportunities for supplemental academic support;

23.01.2 Increase opportunities for access to library materials, academic resource materials, and educational technology for these students within their local communities; and

23.01.3 Help advance academic performance for these students by providing opportunities for homework and tutorial assistance based on the Arkansas curriculum frameworks.

23.02 An academic support center may be established in communities whose schools have been closed by administrative consolidation or administrative annexation under Title 6, Chapter 13, Subchapter 16 of the Arkansas Code to fulfill the objectives identified in Ark. Code Ann. § 6-13-1612(a) and Section 23.00 of these rules.

23.03 The Department of Education shall report annually to the House Interim Committee on Education and the Senate Interim Committee on Education regarding the establishment of academic support centers and their effectiveness.

Source: Ark. Code Ann. § 6-13-1612

CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

24.00 DEFINITIONS APPLICABLE TO CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

For the purposes of Sections 24.00 through 26.00 of these rules, the following definitions apply:

24.01 "Annexation" includes both Annexation and Administrative Annexation as defined in Section 3.00 of these Rules.

24.02 "Consolidation" includes both Consolidation and Administrative Consolidation as defined in Section 3.00 of these Rules.

24.03 "Foundation Funding" means an amount of money specified by the General Assembly for each school year to be expended by school districts for the provision of an adequate education for each student.

24.04 "Per Student Foundation Funding Amount" means a dollar amount established by the General Assembly to be multiplied by the ADM of the previous school year for the district foundation funding.

24.05 "Funding Factor" means a factor established by the Arkansas Department of Education (Department) to ensure that the calculated funding does not exceed the funds available for consolidation/annexation incentive funding.

25.00 GUIDELINES FOR THE DISTRIBUTION OF CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

25.01 The distribution of consolidation and annexation incentive funding is dependent upon appropriation and funding by the Arkansas General Assembly.

25.02 Consolidation/annexation incentive funding shall be determined as follows:

25.02.1 One hundred percent (100%) of the incentive allowance computed as provided in these rules shall be in addition to the school district's aid the first year of consolidation/annexation. The second year of consolidation/annexation the district shall receive fifty percent (50%) of the consolidation/annexation incentive funding received by the district in the previous year in addition to other state aid. Beginning in the third year and each year thereafter no consolidation/annexation incentive funding shall be provided. The consolidation/annexation incentive is intended to supplement the customary state aid the districts would have received had the consolidation/annexation not occurred.

25.02.2 For those school districts not required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).

25.02.3 For those school districts required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM

applicable is one hundred (100) and the maximum ADM applicable three hundred (300).

25.02.4 For those school districts not required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) districts are annexed to a third school district, multiply the total prior year ADM of the two (2) smaller districts by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is four hundred (400).

25.02.5 For those school districts required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) smaller districts are annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable three hundred (300).

25.02.6 For those school districts not required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the total prior year ADM of all except the largest district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is five hundred (500).

25.02.7 For those school districts required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the prior year ADM of the smaller district by per student the foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).

25.02.8 If a district is annexed by multiple school districts, the incentive funding shall be computed as in Sections 25.02.1 through 25.02.7 above. The incentive funding shall then be prorated among the receiving districts based upon the percentage of the annexed district's ADM received by each receiving district.

26.00 GENERAL REQUIREMENTS

26.01 Consolidation/annexation incentive funding shall be distributed to either the resulting district(s) established after consolidation or the receiving district(s) after annexation.

26.02 Any district that has received consolidation/annexation incentive funds and subsequently dissolves shall be liable to the Department of Education for the full or apportioned amount of incentive funding received if any of the following conditions result due to the dissolution:

26.02.1 Districts are formed with substantially the same boundaries as the former districts prior to consolidation or annexation;

26.02.2 The ability of any district to desegregate or remain desegregated is inhibited;

26.02.3 The ability of the State to ensure that students are provided a quality education in an efficient manner is inhibited.

26.03 Any repayment due, as required in Section 26.02 above, shall be paid from the assets of the district prior to dissolution of the district. The Department of Education may withhold, from any state funding due the district, the amount of repayment funds or a portion thereof.

26.04 In the event full repayment is not made as required under Section 26.02 above, the Department of Education shall withhold from those districts that are formed as a result of the dissolution, future state funding in the amount of the repayment owed. The repayment shall be apportioned among the districts on a per ADM basis unless the Department of Education determines that such apportionment would be inequitable. In such case, the State Board shall apportion the repayment among the districts upon an equitable basis.

27.00 STATE BOARD HEARING PROCEDURES – VOLUNTARY CONSOLIDATIONS AND ANNEXATIONS

27.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

27.02 The spokesperson(s) for the petitioning school districts shall have a total of twenty (20) minutes to present the school districts' remarks. The State Board may allow more than twenty (20) minutes if necessary.

27.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

27.04 The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

27.05 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

27.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.

27.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

27.08 The State Board shall issue a written order concerning the matter.

28.00 STATE BOARD HEARING PROCEDURES – INVOLUNTARY CONSOLIDATIONS AND ANNEXATIONS

28.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

28.02 The spokesperson(s) for the Department of Education shall have a total of twenty (20) minutes to present the Department of Education's remarks. The State Board may allow more than twenty (20) minutes if necessary.

28.03 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

28.04 The spokesperson(s) for the Department of Education shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

28.05 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

28.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.

28.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

28.08 The State Board shall issue a written order concerning the matter.

ATTACHMENTS PERTAINING TO ANNEXATIONS AND CONSOLIDATIONS OF SCHOOL DISTRICTS (NON-ADMINISTRATIVE)

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY INTO THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR ANNEXATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the annexation of the petitioning affected school district(s) into the petitioning receiving _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to annex the _____ School District(s) into the receiving _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to annex the Petitioners into the receiving _____ School District. Said public notice of intent to annex (was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving _____ School District shall elect ____ local board members in compliance with Ark Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

_____

_____

_____

_____

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, and that there shall be only one local school board and one local superintendent of the receiving _____ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the _____ School District(s) of _____ County into the receiving _____ School District of _____ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving _____ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its Order with the County Clerks of _____ and _____ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

_____
President, School Board Date

_____School District

_____County

By: _____

Superintendent Date

_____

President, School Board Date

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CONSOLIDATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY AND THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR CONSOLIDATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the consolidation of the Petitioners into the resulting _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the _____ and _____ School District(s) into the resulting _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting _____ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the

affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned consolidation, the resulting _____ School District shall elect ____ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

_____

_____

_____

_____

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, and that there

shall be only one local school board and one local superintendent of the resulting _____ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school districts, which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the _____ School District(s) of _____ County and the _____ School District of _____ County into the resulting _____ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that it file its Order with the County Clerks of the _____ and _____ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

_____School District

_____ County

By: _____
Superintendent Date

_____
President, School Board Date

_____School District

_____County

By: _____
Superintendent Date

_____
President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the _____ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on _____, 20___, wherein a quorum was present and a majority of the board membership voted to approve the consolidation/annexation of the _____ School District with the _____ School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the _____ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

_____ School District

of _____ County

By: _____
Superintendent Date

By: _____
President, School Board Date

EXHIBIT D

AFFIDAVIT CONCERNING DESEGREGATION ORDERS

COMES NOW the _____ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the _____ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, 20_____.

_____
Superintendent

COUNTY of _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, 20_____.

_____
Notary Public

My Commission expires:

_____

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

ATTACHMENTS PERTAINING TO ADMINISTRATIVE ANNEXATIONS AND CONSOLIDATIONS OF SCHOOL DISTRICTS

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY INTO THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR VOLUNTARY ADMINISTRATIVE ANNEXATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the voluntary administrative annexation of the petitioning affected school district(s) into the petitioning receiving _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to annex the _____ School District(s) into the receiving _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, (submit only if public notice was published in the newspaper) proof of public notice of intent to petition this Board to annex the Petitioners into the receiving _____ School District. Said public notice of intent to annex (was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less

than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the _____ school year were _____ and _____ for the _____ School District and _____ and _____ for the _____ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of _____ for the _____school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving _____ School District shall elect ____ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

6. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

_____

_____

_____

_____

7. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

8. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, _____, and that there shall be only one local school board and one local superintendent of the receiving _____ School District.

9. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the _____ School District(s) qualify as an isolated school as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

10. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

11. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the _____ School District(s) of _____ County into the receiving _____ School District of _____ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving _____ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its

Order with the County Clerks of _____ and _____ Counties, Arkansas, with the Secretary of State and with the Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

_____
President, School Board Date

_____School District

_____County

By: _____
Superintendent Date

_____
President, School Board Date

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CONSOLIDATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY AND THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR VOLUNTARY ADMINISTRATIVE CONSOLIDATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the voluntary administrative consolidation of the Petitioners into the resulting _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq. , the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the _____ and _____ School District(s) into the resulting _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, (submit only if public notice was published in the newspaper) proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting _____ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the _____ school year were _____ and _____ for the _____ School District and _____ and _____ for the _____ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of _____ for the _____ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. Pursuant to Ark. Code Ann. § 6-13-1416, the Petitioners submit that this petitioned consolidation is pursuant to Ark. Code Ann. § 6-13-1602 and that an interim local board of seven (7) board members in accord with Ark. Code Ann. § 6-13-1416 shall be established by _____, and the interim board shall be made up of board members of the affected former districts in proportion to the student's population in the former affected districts.

6. The Petitioners submit that at the first regular school election following the petitioned consolidation, the resulting _____ School District shall elect ____ local board members by zoned elections in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

7. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

_____

_____

_____

_____

8. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

9. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, _____, and that there shall be only one local school board and one local superintendent of the resulting _____ School District.

10. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the _____ School District(s) qualify as isolated schools as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

11. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district, which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

12. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the _____ School District(s) of _____ County and the _____ School District of _____ County into the resulting _____ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that if file its Order with the County Clerks of the _____ and _____ Counties, Arkansas, the Secretary of State and the Arkansas Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

_____
President, School Board Date

_____School District

_____County

By: _____
Superintendent Date

_____
President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the _____ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on _____, _____, wherein a quorum was present and a majority of the membership voted to approve the consolidation/annexation of the _____ School District with the _____ School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the _____ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

_____ School District

of _____ County

By: _____
Superintendent Date

By: _____
President, School Board Date

Exhibit C

AFFIDAVIT OF AVERAGE DAILY MEMBERSHIP

COMES NOW the affiant, _____, Superintendent of the _____ School District, and having been duly sworn, states under oath as follows:

1. The average daily membership (ADM) of the _____ School District, as that term is defined in Ark. Code Ann. § 6-13-1601(4), was _____ students for the _____ school year and _____ students for the _____ school year.

2. The combined average daily membership of the affected school districts was _____ for the _____ school year, an average daily membership meeting or exceeding three hundred fifty (350) total students.

FURTHER, affiant says not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

_____
Superintendent

County of _____
State of Arkansas

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

_____
Notary Public

My Commission expires:
_____

Exhibit E

AFFIDAVIT OF ISOLATED SCHOOL STATUS

Comes the affiant, _____, Superintendent of the _____ School District, and having been duly sworn, states under oath as follows:

1. My name is _____. I am the Superintendent of the _____ School District.

2. My business address is _____.

3. I am aware that pursuant to Ark. Code Ann. § 6-20-601 a school district must meet four (4) of five (5) criteria to qualify as an isolated school.

4. I am aware that pursuant to Ark. Code Ann. § 6-20-602 an isolated school must qualify as an isolated school district under Ark. Code Ann. § 6-20-601 prior to the administrative consolidation or annexation petitioned for herein.

5. I hereby submit that prior to the effective date of the administrative consolidation or annexation, the _____ School District qualified as an isolated school district and, therefore, is entitled to the rights and privileges conferred on an isolated school pursuant to Ark. Code Ann. § 6-20-602.

6. I hereby declare that the _____ School District qualifies for isolated status because the school district meets the following list of at least four (4) of the five (5) criteria of being an isolated school district: *(circle appropriate responses and provide relevant data in the blanks)*

a. There is a distance of twelve (12) miles or more by hard-surfaced highway from the high school of the district to the nearest adjacent high school in an adjoining district. The distance is _____.

b. The density ratio of transported students is less than three (3) students per square mile of area. The density ratio is _____.

c. The total area of the district is ninety-five (95) square miles or greater. The total area is _____ square miles.

d. Less than fifty percent (50%) of bus route miles are on hard-surfaced roads. The percent of bus route miles on hard-surface roads is _____.

e. There are geographic barriers such as lakes, rivers, and mountain ranges which would impede travel to schools that otherwise would be appropriate for consolidation, cooperative programs, and shared services. The geographic barriers are _____.

7. Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

_____
Superintendent

COUNTY OF _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

_____
Notary Public

My Commission expires:

_____

EXHIBIT F

AFFIDAVIT CONCERNING DESEGREGATION ORDERS

COMES NOW the _____ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the _____ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

_____
Superintendent

COUNTY of _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

_____
Notary Public

My Commission expires:
_____

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

Notification of

Charter Authorizing

Panel Decision

Academic Center of Excellence
Cabot School District

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

April 16, 2014

Dr. Tony W. Thurman, Superintendent
Cabot School District
602 North Lincoln Street
Cabot, Arkansas 72023

RE: Notice of Charter Authorizing Panel Decision
Academic Center of Excellence Amendment Request

Dear Dr. Thurman:

On Wednesday, April 16, 2014, the Charter Authorizing Panel met and approved an additional campus for the Academic Center of Excellence on the Cabot High School campus at 401 North Lincoln Street, Cabot, Arkansas 72023.

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **noon on Monday, April 21, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on May 8 - 9, 2014. Regardless of whether a review of the panel's decision is requested, the amendment request will be an action item for the State Board of Education in May, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry

Mary Perry, Coordinator
Charter and Home Schools Office

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

An Equal Opportunity Employer

Amendment

Request

Academic Center of Excellence
Cabot School District

ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Academic Center of Excellence

LEA Number 4304703

Type of Amendment Requested:

[X] **Add a new campus**

Address 401 N. Lincoln
Cabot, AR 72023

School district in which the campus will be located Cabot

Charter Leader Michele Evans

Email address michele.evans@cps.k12.ar.us

Phone number 501-743-3540

It's about KIDS

CABOT PUBLIC SCHOOLS

602 NORTH LINCOLN STREET • CABOT, ARKANSAS 72023 • (501) 843-3363

To: Charter Authorizing Panel

Justification:

Cabot School District is requesting to amend the conversion charter for the Academic Center of Excellence. In an effort to serve more students in need of educational opportunities, we propose to add an additional campus to the existing charter. The additional building to be utilized is located on the Cabot High School campus.

The suggested program would serve up to 75 students of the current enrollment cap. These students would attend a regular school day. All students participating on this campus of ACE would be enrolled in electives on the high school campus and also continue to maintain the option of participating in extra-curricular activities.

Also, this program would have a particular focus on transitional ninth graders; those students who have completed their ninth grade year but have not earned a satisfactory amount of credits. These students often feel defeated too early in their high school career. Our hope would be for them to recover some credits while still attending on the high school campus and progressing with their academics.

In addition, we envision this program serving as a much needed step down piece from the alternative learning environment. As students shift from ALE back to the 'regular' campus they often time need opportunity to progress from one environment to the next. Cabot Schools feel that this location would give these students time and contingency to reacquaint with the regular classroom/campus setting.

Budget Considerations:

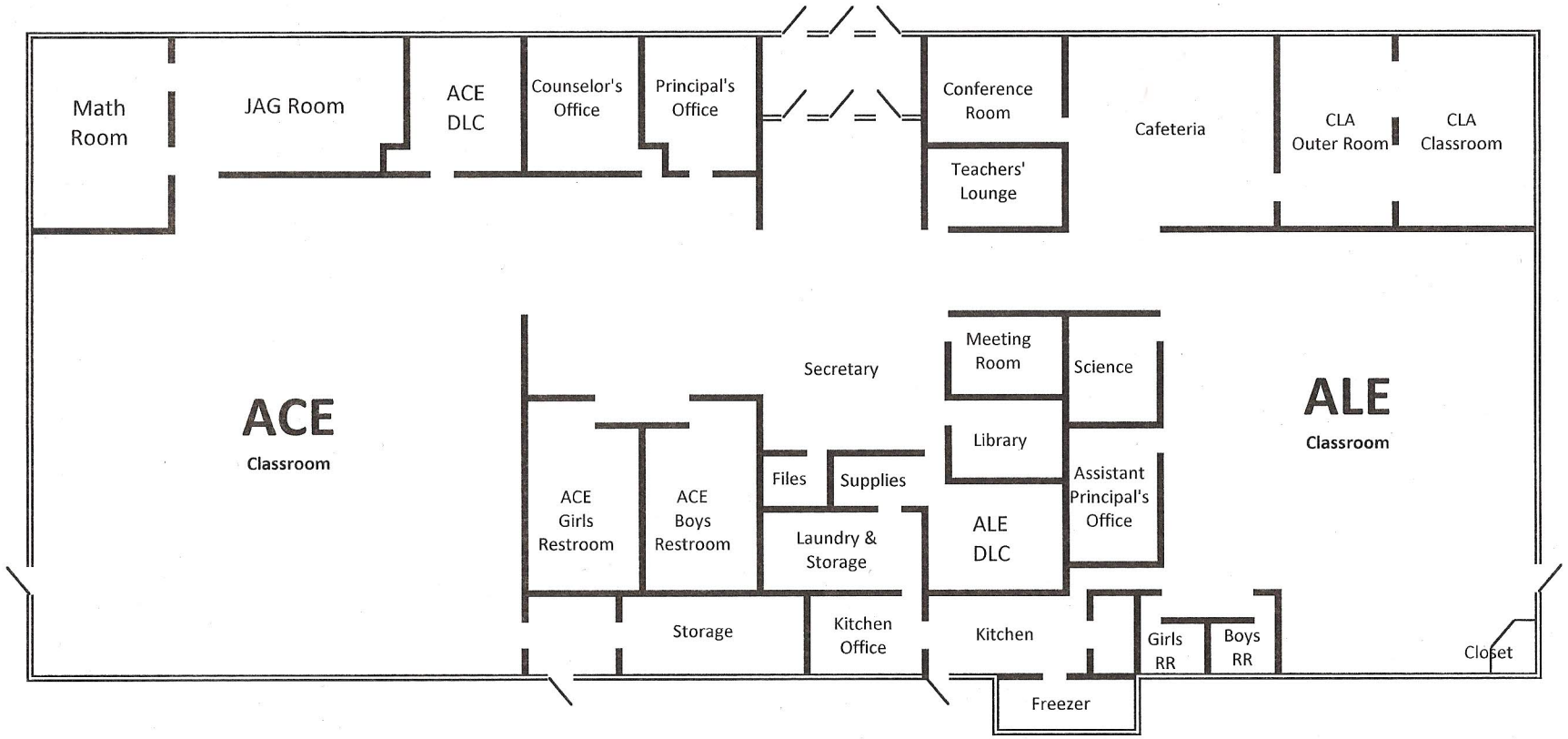
Cabot Schools would be adding two certified and one classified positions for this campus. These salaries and benefits would be paid from teacher salary fund.

Mark Russell, President
Donna Nash, Vice President
Brian Evans, Secretary
Wendel Msall
Dean Martin
Corey Williams
Ricky Hill

ACE / ALE

Hwy 321

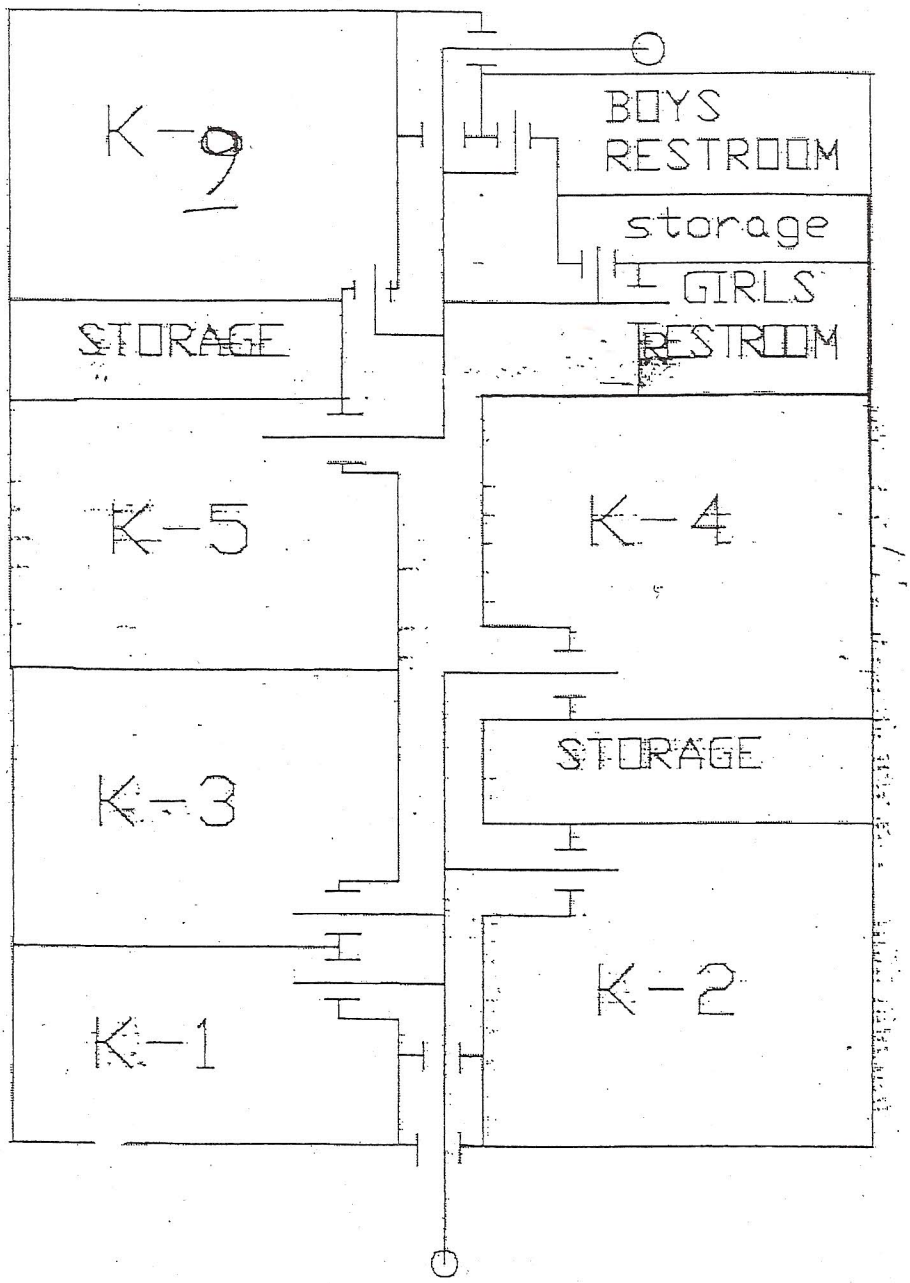
Parking



Funtastic Drive

NOTE: No Community Based Instruction (CBI) Classrooms

Proposed Additional Campus



2013 ESEA REPORT

Academic Center of Excellence

District:CABOT SCHOOL DISTRICT | **Superintendent:WILLIAM THURMAN**
School:ACADEMIC CENTER FOR EXCELLENCE | Principal:GWYN EVANS
LEA:4304703 | Grades:07-12
Address:21 FUNTASTIC DRIVE | Enrollment:198
CABOT, AR 72023 | Attendance (3 QTR AVG):99.83
Phone:501-743-3520 | Poverty Rate:40.40

OVERALL SCHOOL STATUS:	FOCUS

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	73	76	96.05	84	86	97.67
Targeted Achievement Gap Group	38	40	95.00	50	51	98.04
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American						
Hispanic						
White	70	72	97.22	78	79	98.73
Economically Disadvantaged	34	36	94.44	44	45	97.78
English Language Learners						
Students with Disabilities	9	10	90.00	16	16	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	30	38	78.95	86.28	91.00				85.70	93.00
Targeted Achievement Gap Group	10	18	55.56	75.92	91.00				78.27	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	77	102	75.49	86.28	91.00	15	18	83.33	85.70	93.00
Targeted Achievement Gap Group	22	37	59.46	75.92	91.00				78.27	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American				71.33					72.66	
Hispanic				83.08					88.81	
White	30	38	78.95	86.58					85.73	
Economically Disadvantaged	10	16	62.50	79.35					79.83	
English Language Learners				67.59					81.78	
Students with Disabilities				48.12					60.80	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	26	37	70.27	87.95	92.00				79.33	81.00
Targeted Achievement Gap Group	8	17	47.06	79.72	92.00				68.93	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	72	96	75.00	87.95	92.00	12	18	66.67	79.33	81.00
Targeted Achievement Gap Group	16	34	47.06	79.72	92.00				68.93	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American				71.41					65.38	
Hispanic				82.98					72.63	
White	25	35	71.43	88.41					79.83	
Economically Disadvantaged	7	14	50.00	82.09					70.88	
English Language Learners				67.74					62.13	
Students with Disabilities				59.78					46.95	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	33	73	45.21	77.63	94.00
Targeted Achievement Gap Group	12	37	32.43	66.13	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	109	232	46.98	77.63	94.00
Targeted Achievement Gap Group	34	100	34.00	66.13	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				72.23	
Hispanic				76.85	
White	32	66	48.48	77.53	
Economically Disadvantaged	8	30	26.67	62.97	
English Language Learners				100.00	
Students with Disabilities	4	11	36.36	72.92	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

2013 ESEA REPORT

Cabot High School

District:CABOT SCHOOL DISTRICT **Superintendent:WILLIAM THURMAN**
School:CABOT HIGH SCHOOL Principal:HENRY HAWKINS
LEA:4304005 Grades:10-12
Address:401 N LINCOLN Enrollment:2052
CABOT, AR 72023 Attendance (3 QTR AVG):93.27
Phone:501-843-3562 Poverty Rate:25.88

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	638	641	99.53	545	551	98.91
Targeted Achievement Gap Group	193	195	98.97	225	228	98.68
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	15	15	100.00	13	13	100.00
Hispanic	23	23	100.00	24	25	96.00
White	581	584	99.49	500	505	99.01
Economically Disadvantaged	162	164	98.78	206	209	98.56
English Language Learners	12	12	100.00	10	11	90.91
Students with Disabilities	48	49	97.96	33	34	97.06

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT				
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	496	618	80.26	83.69	91.00
Targeted Achievement Gap Group	113	182	62.09	63.83	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1466	1840	79.67	83.69	91.00
Targeted Achievement Gap Group	311	533	58.35	63.83	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	9	14	64.29	61.54	
Hispanic	16	22	72.73	55.88	
White	461	564	81.74	85.19	
Economically Disadvantaged	104	153	67.97	70.55	
English Language Learners	3	12	25.00	16.67	
Students with Disabilities	16	44	36.36	35.53	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	ACHIEVING				
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	430	513	83.82	81.27	92.00
Targeted Achievement Gap Group	168	209	80.38	75.99	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1164	1442	80.72	81.27	92.00
Targeted Achievement Gap Group	421	576	73.09	75.99	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	7	12	58.33	35.18	
Hispanic	19	24	79.17	74.64	
White	399	470	84.89	82.10	
Economically Disadvantaged	155	190	81.58	78.76	
English Language Learners	7	10	70.00	58.33	
Students with Disabilities	22	32	68.75	62.13	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING				
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	591	642	92.06	83.53	94.00
Targeted Achievement Gap Group	151	179	84.36	74.55	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	1601	1868	85.71	83.53	94.00
Targeted Achievement Gap Group	409	543	75.32	74.55	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	12	13	92.31	69.70	
Hispanic	17	20	85.00	88.09	
White	548	593	92.41	83.43	
Economically Disadvantaged	123	150	82.00	72.44	
English Language Learners				100.00	
Students with Disabilities	48	57	84.21	77.38	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

2013 ESEA REPORT

Cabot School District

District:CABOT SCHOOL DISTRICT | **Superintendent:WILLIAM THURMAN**
School:CABOT SCHOOL DISTRICT | Principal:
LEA:4304000 | Grades:K-12
Address:602 NO LINCOLN | Enrollment:10167
CABOT, AR 72023 | Attendance (3 QTR AVG):96.67
Phone:501-843-3363 | Poverty Rate:35.80

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	5481	5508	99.51	6301	6337	99.43
Targeted Achievement Gap Group	2336	2353	99.28	2676	2697	99.22
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	131	131	100.00	142	143	99.30
Hispanic	226	228	99.12	257	259	99.23
White	4940	4965	99.50	5701	5734	99.42
Economically Disadvantaged	2069	2082	99.38	2376	2392	99.33
English Language Learners	88	88	100.00	93	94	98.94
Students with Disabilities	583	590	98.81	650	658	98.78

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	4512	5288	85.33	86.28	91.00	2949	3540	83.31	85.70	93.00
Targeted Achievement Gap Group	1632	2214	73.71	75.92	91.00	1106	1507	73.39	78.27	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	13356	15691	85.12	86.28	91.00	8923	10591	84.25	85.70	93.00
Targeted Achievement Gap Group	4769	6483	73.56	75.92	91.00	3270	4358	75.03	78.27	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	95	119	79.83	71.33		66	77	85.71	72.66	
Hispanic	178	215	82.79	83.08		119	144	82.64	88.81	
White	4086	4777	85.53	86.58		2670	3212	83.13	85.73	
Economically Disadvantaged	1521	1957	77.72	79.35		1030	1359	75.79	79.83	
English Language Learners	54	84	64.29	67.59		32	44	72.73	81.78	
Students with Disabilities	205	555	36.94	48.12		145	345	42.03	60.80	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	5096	6072	83.93	87.95	92.00	2409	3540	68.05	79.33	81.00
Targeted Achievement Gap Group	1879	2537	74.06	79.72	92.00	849	1507	56.34	68.93	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	15333	17918	85.57	87.95	92.00	7764	10595	73.28	79.33	81.00
Targeted Achievement Gap Group	5631	7393	76.17	79.72	92.00	2692	4361	61.73	68.93	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	85	121	70.25	71.41		46	77	59.74	65.38	
Hispanic	174	233	74.68	82.98		85	144	59.03	72.63	
White	4250	5076	83.73	88.41		2199	3212	68.46	79.83	
Economically Disadvantaged	1719	2247	76.50	82.09		801	1359	58.94	70.88	
English Language Learners	59	89	66.29	67.74		23	44	52.27	62.13	
Students with Disabilities	302	620	48.71	59.78		94	345	27.25	46.95	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING

	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	624	715	87.27	77.63	94.00
Targeted Achievement Gap Group	163	216	75.46	66.13	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	1710	2162	79.09	77.63	94.00
Targeted Achievement Gap Group	443	673	65.82	66.13	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	12	15	80.00	72.23	
Hispanic	17	23	73.91	76.85	
White	580	659	88.01	77.53	
Economically Disadvantaged	131	180	72.78	62.97	
English Language Learners				100.00	
Students with Disabilities	52	68	76.47	72.92	

Report created on October 31, 2013 - 3:00PM

****** FINAL REPORT - REDACTED ******

Request for the State Board of Education to Review the Decision Made by the Charter Authorizing Panel

FRIDAY | ELDREDGE & CLARK LLP

Christopher Heller | Attorney
Direct: (501) 370-1506
Fax: (501) 244-5344
E-mail: heller@fridayfirm.com

400 West Capitol Avenue
Suite 2000
Little Rock, Arkansas 72201-3522
www.FridayFirm.com

March 26, 2014

Via email

Ms. Mary Perry, Coordinator
Charter and Home Schools Office
Arkansas Department of Education

Dear Ms. Perry:

On September 3, 2013, Responsive Education Solutions ("Responsive Ed") submitted to the Arkansas Department of Education an application for an Open Enrollment Public Charter School to be called Quest Middle School of West Little Rock ("Quest"). Responsive Ed proposed that Quest would serve grades 6 through 12 with an enrollment cap of 490 students at 1815 Rahling Road, a location Responsive Ed mistakenly believed was in the Little Rock School District. The Little Rock School District ("LRSD") and the Pulaski County Special School District ("PCSSD") opposed the Quest application.

Attachment 7 to Quest's application was a "Facilities Utilization Agreement" signed by Responsive Ed and the owner of the property at 1815 Rahling Road. According to the Agreement, Responsive Ed would lease 22,563 square feet for ten (10) years at an annual cost of $496,386.00.

The Charter Authorizing Panel reviewed the Quest application at a hearing on November 14, 2013. The promoters described the proposed school as "optimally located" (Tr. 38-39), as situated in an "ideal location" (Tr. 45-48) and as an effort to "provide public education where none exists" (Tr. 10). Responsive Ed offered to explore alternative sites on Kanis Road and on Bowman Road only "if you guys tell us to stay in Little Rock proper." (Tr. 45-48) There was no mention of a possible Hardin Road site. The Charter Authorizing Panel voted to approve the application.

LRSD and PCSSD asked the State Board of Education ("SBE") to review the decision of the Charter Authorizing Panel. On December 16, 2013, the SBE agreed to do so and scheduled a hearing for January 10, 2014. Responsive Ed knew on January 6, 2014 that it was unlikely that Quest would be located at the Rahling Road site. Responsive Ed's internal communications about the Rahling Road site on January 6, 2014 reflect this situation: "Then it looks like we won't be doing business with him if he cannot be flexible. We need all other options for west Little Rock on the table at this Friday's meeting." (Exhibit 1, January 6, 2014 email regarding 1815 Rahling Road from Responsive Ed CEO Robert Davison to Responsive Ed's Real Estate Development Manager, Curtis Cogburn). Responsive Ed's decision not to locate the school at

the Rahling Road site was not made known to the SBE at the hearing on January 10, 2014. SBE voted to approve the Quest application. It was later reported in the *Arkansas Times* that one of the SBE members who participated in the hearing is related to one of the Quest promoters who testified in the hearing. No disclosure of this alleged relationship was made prior to the hearing.

On February 11, 2014 Responsive Ed submitted to ADE a charter amendment request form seeking to relocate Quest from 1815 Rahling Road to 400 Hardin Road in Little Rock. The Charter Authorizing Panel held a hearing on Responsive Ed's request on March 21, 2014. We learned at the hearing that 400 Hardin Road is located on a cul-de-sac near the I-430/I-630 interchange. The property manager for the building across the street from the proposed Quest location, as well as a tenant of that building (US Geological Survey) testified against locating a school there. The manager of a hotel in that area also testified against locating a school there. Their concerns centered around potential traffic problems and the lack of space for the students to play.

During the course of this discussion, Responsive Ed produced a preliminary traffic study which purported to show that the proposed Quest location could "accommodate a maximum enrollment of approximate (sic) 220 students." In response to questions about this preliminary traffic study, Responsive Ed's representative said that Responsive Ed had no concrete plans to educate more than 280 students at the Hardin Road site. The problem is that Quest applied for and received a Charter to operate a 490 student school in grades 6 through 12. Quest is required by the Arkansas Department of Education Rules Governing Public Charter Schools, October 2013, to fulfil the requirements of its charter. "An open-enrollment public charter school: . . . Shall provide instruction to students at one (1) or more elementary or secondary grade levels *as provided by the Charter*." Rule 6.11.1.2 (emphasis supplied) No evidence was presented to the Charter Authorizing Panel that the Hardin Road site could ever be used to educate the 490 students authorized by Quest's charter.

The Urban Building Footprint section of the Arkansas School Facility Manual "presents the building sizes recommended for various grade levels in student populations." Arkansas School Facility Manual (January 2014), Section 2: Standards & Guidelines, Chapter 4: Site Guidelines p. 4100-2. A middle school of only 200 students should have 26,000 square feet. A middle school of 350 students should have 54,600 square feet and a middle school of 550 should have 86,350 square feet. The size requirements are significantly greater for high school students. The proposed site for Quest has only 22,650 square feet.

The Charter Authorizing Panel should not have approved the relocation of Quest from Rahling Road to Hardin Road since Responsive Ed admits (and the Facility Manual confirms) that it cannot fulfil the terms of its Charter at Hardin Road. SBE should review the decision of the panel and either require Quest to locate in a facility that can accommodate 490 students within five years in accordance with its Charter, or modify Quest's charter to authorize no more than 280 students at the Hardin Road site (provided Quest can produce traffic studies and other information to show that a 280 student school can be operated appropriately and safely at that site).

I am authorized to state that PCSSD joins this request for SBE review.

Respectfully submitted,

Christopher Heller

CJH/bk

Responsive Education Solutions
972-316-3663 ext. 452

From: Curtis T. Cogburn
Sent: Monday, January 06, 2014 12:48 PM
To: Robert Davison
Cc: Brian Stevens
Subject: RE: 1815 Rahling Road, Little Rock, Ark Proforma

Mr. Davison,
I have spoken with Mr. Rees several times concerning the rate and how high it is in comparison to other sites as well as to our normal business model costs of $12 s.f. Mr. Rees' response has always been that these are the costs in this area of Little Rock and Mr. Rees continues to bring up the "Facilities Utilization Agreement" that RES signed with him early on stating a rate of $41,500 per month or $18.50 sf base + $3.28 NNN. He has basically kept his price the same and has not come down any at this point. He does not seem to be fazed by the fact that the bldg. could remain empty for the near future either.

Thank you,

Curtis Cogburn
Real Estate Development Manager
Responsive Education Solutions
Direct: 972-316-3663 Ext. 438
Mobile: 940-205-6610

From: Robert Davison
Sent: Monday, January 06, 2014 12:34 PM
To: Curtis T. Cogburn
Cc: Brian Stevens
Subject: RE: 1815 Rahling Road, Little Rock, Ark Proforma

Have you tried negotiating the $22 base rent down to something reasonable. Like $12 to $15 per square foot?

Robert Davison
Chief Operating Officer
Responsive Education Solutions
972-316-3663 ext. 452

From: Curtis T. Cogburn
Sent: Monday, January 06, 2014 12:17 PM
To: Robert Davison
Cc: Brian Stevens
Subject: 1815 Rahling Road, Little Rock, Ark Proforma

Mr. Davison,
The attached file contains the latest proforma for the 1815 Rahling Road location in Little Rock. Please let me know if you need anything else.

Thank you,

Curtis Cogburn

Thank you,

Curtis Cogburn
Real Estate Development Manager
Responsive Education Solutions
Direct: 972-316-3663 Ext. 438
Mobile: 940-205-6610

From: Robert Davison
Sent: Monday, January 06, 2014 12:57 PM
To: Curtis T. Cogburn
Subject: RE: 1815 Rahling Road, Little Rock, Ark Proforma

Then it looks like we won't be doing business with him if he cannot be flexible. We need all other options for west Little Rock on the table at this Friday's meeting.

Robert Davison
Chief Operating Officer
Responsive Education Solutions
972-316-3663 ext. 452

From: Curtis T. Cogburn
Sent: Monday, January 06, 2014 12:54 PM
To: Robert Davison
Subject: RE: 1815 Rahling Road, Little Rock, Ark Proforma

Mr. Davison,
He was very adamant concerning the base rent cost and the construction improvement costs would remain separate. Mr. Rees has not been willing to reduce any of the costs either in tenant improvements or base rent. So far, these numbers have been his first position and he has not wavered at all concerning costs. He is flexible as to timing but that is about it.

Thank you,

Curtis Cogburn
Real Estate Development Manager
Responsive Education Solutions
Direct: 972-316-3663 Ext. 438
Mobile: 940-205-6610

From: Robert Davison
Sent: Monday, January 06, 2014 12:51 PM
To: Curtis T. Cogburn
Subject: RE: 1815 Rahling Road, Little Rock, Ark Proforma

Would he include the construction costs in that rate at $41,000 month?

Robert Davison
Chief Operating Officer

Notification of Charter Authorizing Panel Decision

Quest Middle School of West Little Rock
Little Rock, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

March 21, 2014

Mr. Chris Baumann
Quest Middle School of West Little Rock
1301 Waters Ridge Drive
Lewisville, Texas 75057

RE: Notice of Charter Authorizing Panel Decision
Quest Middle School of West Little Rock Amendment Request

Dear Mr. Baumann:

On Friday, March 21, 2014, the Charter Authorizing Panel met and approved the Quest Middle School of West Little Rock amendment request to change the address of the approved location for the charter school from 1815 Rahling Road, Little Rock, Arkansas 72223 to 400 Hardin Road, Little Rock, Arkansas 72211.

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Wednesday, March 26, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on April 10 -11, 2014. Regardless of whether a review of the panel's decision is requested, the amendment request will be an action item for the State Board of Education in April, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

C: Dr. Jerry Guess, Superintendent, Pulaski County Special School District
Dr. Dexter Suggs, Superintendent, Little Rock School District

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

An Equal Opportunity Employer

Amendment

Request

Quest Middle School of West Little Rock
Little Rock, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Quest Middle School of West Little Rock

LEA Number TBD

Type of Amendment Requested:

☒ **Relocate existing campus**

Current campus address
1815 Rahling Road, Little Rock, Arkansas 72223

Proposed campus address
400 Hardin Road, Little Rock, Arkansas 72211

School district in which the campus will be located LRSD

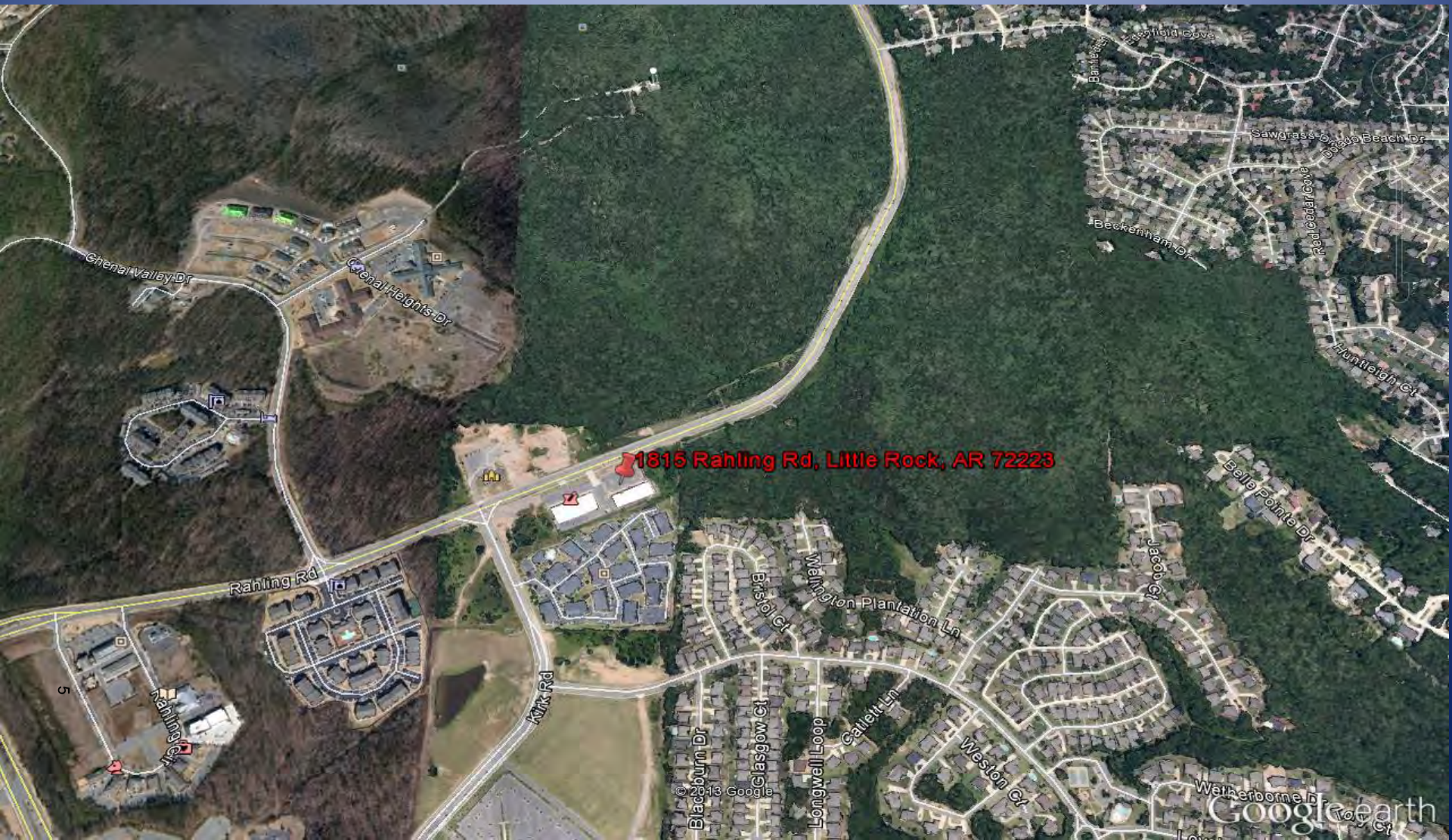
Charter Leader Charles Cook

Email address ccook@responsiveed.com

Phone number 972.316.3663

Quest Middle School Little Rock

1815 Rahling Rd, Little Rock, AR 72223



1815 Rahling Rd, Little Rock, AR 72223

1815 Rahling Rd, Little Rock, AR 72223

400 Hardin Rd, Little Rock, AR72211

400 Hardin Rd, Little Rock, AR72211

400 Hardin Rd, Little Rock, AR72211

ARKANSAS DEPARTMENT OF EDUCATION

FACILITIES UTILIZATION AGREEMENT

To be completed and submitted with an amendment request to add a new campus or relocate an existing campus

Lessor(Owner): Responsive Education Solutions

Lessee(Tenant): Quest Middle School of West Little Rock

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:
Office space.

Address of Premises: 400 Hardin Road, Little Rock, Arkansas 72211

Square Footage: 22,650

Terms of Lease: 5 Year

Rental Amount: $20,932.38/mo - $11.09 PSF

Contingency: The terms of this agreement are contingent upon

Responsive Education Solutions
Charter School

receiving approval by the Authorizer to operate an open-enrollment public charter school at the premises identified.

Statutory Language Concerning No Indebtedness:
No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Quest Middle School of West Little Rock

By: _____ Date 2/11/2014
Signature

Lessor: Responsive Education Solutions

By: _____ Date 2/11/2014
Signature

March 5, 2014

Via E-mail (mary.perry@arkansas.gov)
Ms. Mary Perry, Charter/Home Schools Coordinator
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Room 304-B
Mail Slot 3
Little Rock, Arkansas 72201

Re: Desegregation Analysis Regarding Relocation of Quest Middle School of West Little Rock

Ms. Perry:

On February 11, 2014, Responsive Education Solutions ("ResponsiveEd") submitted a request to your office, seeking an amendment to Quest Middle School of West Little Rock's charter to relocate the school from 1815 Rahling Road, Little Rock, Arkansas 72223, to 400 Hardin Road, Little Rock, Arkansas 72211. In response, on February 26, 2014, Dr. Tom Kimbrell sent a letter to ResponsiveEd, requesting that we submit a desegregation analysis regarding the requested move to aid his staff in the completion of its own analysis in accordance with Ark. Code Ann. § 6-23-106. The following analysis is provided for your consideration in response to Dr. Kimbrell's request.

ResponsiveEd was granted a charter for Quest Middle School of West Little Rock ("Quest") by the Charter Authorizing Panel ("Panel") on November 14, 2013. On January 10, 2014, the State Board of Education ("SBE"), after a hearing, denied the request of the Little Rock School District ("LRSD") to reverse the Panel's decision. Pursuant to Ark. Code Ann. §6-23-106, ResponsiveEd prepared and submitted a desegregation analysis as part of its charter application for Quest. There were no objections made at either the Panel or SBE levels concerning the possible denial of the charter due to desegregation issues. Quest proposes to locate its open-enrollment public charter school within the boundaries of the LRSD, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain the majority of its students from within the boundaries of the Little Rock, North Little Rock, and Pulaski County Special School Districts. Quest may also receive some students from the neighboring Benton, Bryant, England, and Lonoke School Districts.

In carefully reviewing the potential impact that Quest would have upon the efforts of the Pulaski County school districts to comply with court orders and statutory obligations to create

and maintain a unitary system of desegregated public schools, the applicant finds that two of the three Pulaski County school districts—the LRSD and the North Little Rock School District ("NLRSD")—have both been found by the federal District Court to be unitary in all respects of their school operations. The Pulaski County Special School District ("PCSSD") has been determined by the federal District Court to be unitary in all respects concerning all student assignment, as of January 30, 2014. In view of the unitary status of LRSD and NLRSD and the status of PCSSD as unitary in the areas of student assignment, those school districts have no further obligations to comply with court orders in these areas. Therefore the granting of an open-enrollment public school charter for Quest cannot be said to have a negative impact on the three (3) Pulaski County school districts' ability to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

The Benton, Bryant, and Lonoke School Districts are not currently, nor have they ever been, under a federal District Court desegregation order. The England School District is currently under a federal District Court desegregation order, but after carefully examining the effect of the opening of Quest in Little Rock, the applicant is convinced that such action shall not hinder the District in meeting its court-ordered desegregation obligations. As an open-enrollment public charter school, Quest must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation case. That motion contends that the operation of open-enrollment public charter schools within Pulaski County interferes with the "M-M Stipulation" and the "Magnet Stipulation." On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD's motion in these words:

> To sum up, LRSD and Joshua's motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua's favor, no reasonable fact finder could conclude that the State is in material breach of the parties' 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation. *Roberts Contracting*, 2009 Ark. App. 437, at 8, 320 S.W.3d at 7.
>
> **4. Disposition.** LRSD and Joshua's motions to enforce and for summary judgment, *Document No. 4440 & 4704*, are denied without prejudice on all issues except charter schools and denied with prejudice on that issue. The State and Charter Intervenors have prevailed on whether the State has violated the 1989 Settlement Agreement in authorizing open-enrollment charter schools in Pulaski County. In the Court's judgment, as a matter of law, the State did not do so.

> *Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al.,* Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at pages 29-30.

There are no current interdistrict effects of the past desegregation found in 1985 in the Pulaski County School Desegregation case. The interdistrict remedies were set in 1985 by the United States Court of Appeals for the Eighth Circuit, which reversed county-wide consolidation, 778 F.2d 404 (8th Cir. 1985) (en banc), and required a judicial remedy that included adjustment of the boundaries between PCSSD and LRSD under which all land within the then-city-limits of Little Rock was assigned to LRSD and the land in the Granite Mountain area was assigned to PCSSD. This was a direct remedy for the interdistrict effects affirmed by the Eighth Circuit, and this interdistrict remedy was promptly carried out before the parties' settlement agreement in 1989.

The Eighth Circuit made this clear in subsequent opinions. See 805 F.2d 815 (8th Cir. 1986); 921 F.2d 1371 (8th Cir. 1990). In the 1990 decision, the Eighth Circuit stated:

> On remand from our en banc decision, several remedial developments occurred of relevance to the present appeals. For one thing, NLRSD proposed a plan to comply with our en banc opinion. The District Court approved the plan, 659 F.Supp. 363, 368 (E.D. Ark. 1987), and no one appealed. For another, the City of Little Rock annexed certain additional territory, and the question arose whether our direction that LRSD be expanded to the city limits referred to the city limits as they existed at the time of our en banc opinion, or to the city limits as they might exist from time to time in the future. The District Court held that LRSD would automatically expand whenever the city annexed new territory, so that LRSD would always be contiguous with the city as it existed from time to time. We reversed. We held that the remedy contemplated by our en banc opinion was intended to be a complete cure for all interdistrict violations that we had found. The en banc opinion, we said, prescribed "a full and sufficient correction of wrongs done in the past," including all interdistrict violations. *Little Rock School District v. Pulaski County Special School District,* 805 F.2d 815, 816 (8th Cir. 1986) (per curiam).

In conclusion, neither any existing federal District Court desegregation order affecting the Pulaski County school districts, nor the 1989 Settlement Agreement, contain any proscriptions or restrictions concerning the granting of a new charter for an open-enrollment public charter school in Pulaski County.

Please feel free to contact me should you have any further questions.

Sincerely,

Chris Baumann
General Counsel

Cc: Mr. Chuck Cook (ccook@responsiveed.com)
Mr. Jeremy Lasiter (jeremy.lasiter@arkansas.gov)
Dr. Dexter Suggs (dexter.suggs@lrsd.org)
Dr. Jerry Guess (jguess@pcssd.org)

February 11, 2014

Via E-mail (mary.perry@arkansas.gov)
Ms. Mary Perry, Charter/Home Schools Coordinator
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Room 304-B
Mail Slot 3
Little Rock, Arkansas 72201

Re: Charter Amendment Request: Premier High School of Little Rock

Ms. Perry:

Please accept this letter as the formal request of Responsive Education Solutions ("ResponsiveEd") to have the Charter Authorizing Panel ("Panel") consider the following charter amendments on March 19, 2014.

Northwest Arkansas Classical Academy: Northwest Arkansas Classical Academy seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Premier High School of Little Rock: Premier High School of Little Rock seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Quest Middle School of Pine Bluff: Quest Middle School of Pine Bluff seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Quest Middle School of West Little Rock: Quest Middle School of West Little Rock relocate the school from 1815 Rahling Road, Little Rock, Arkansas 72223, to 400 Hardin Road, Little Rock, Arkansas 72211. We have attached as additional documentation for your consideration a map of the present location, a map of the proposed location, and a signed Facilities Utilization Agreement.

Please feel free to contact me should you have any further questions.

Sincerely,

Chris Baumann
General Counsel

Enclosures

Cc: Charter and Home Schools Office (ADE.CharterSchools@arkansas.gov)
Mr. Chuck Cook (ccook@responsiveed.com)
Mr. Jeremy Lasiter (jeremy.lasiter@arkansas.gov)
Mr. Michael Poore (mpoore@bentonvillek12.org)
Dr. Dexter Suggs (dexter.suggs@lrsd.org)
Dr. Linda Watson (linda.watson@pbsdk12.ar.us)

Letters Submitted in Opposition

RECEIVED
MAR 10 2014
CHARTER SCHOOL OFFICE

United States Department of the Interior

U.S. GEOLOGICAL SURVEY
Arkansas Water Science Center
401 Hardin Road
Little Rock, Arkansas 72211

March 7, 2014

Charter Authorizing Panel
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Members,

We would like to express our concerns about locating a proposed charter middle school at 400 Hardin Road.

The U.S. Geological Survey's (USGS) 19,000 sq. ft. office, lab, warehouse, and ware yard is located at 401 Hardin Road. This facility sits at the end of the Hardin Road cul-de-sac directly across the street from the proposed charter middle school at 400 Hardin Road. Approximately 50 people work in the USGS office and daily move large boats and construction trucks to and from the office. We regularly have visits from the public and host various meetings and conferences from our facility.

Hardin Road is a less than two block long cul-de-sac with only one entrance/exit (to Financial Parkway which turns into Chenal Parkway just a block west). Hardin Road currently exists at the very west end of all the construction ongoing at the "Big Rock Interchange" and the street has the 1st traffic light where I-630 ends after flying over Shackleford Rd.

Our major concern relates to the potential traffic flow problem. Parents transporting 220 kids each morning and afternoon will certainly congest Hardin Road something horrible with only one entrance and exit to Financial/Chenal Parkway. We anticipate traffic stacking up along most of Hardin Road since the light will probably prefer the cars coming on and off I-630 during the morning and afternoon rush hours. If a school function happens during the day, cars will be parked along the narrow road and most likely into our lot. Parents may use our parking lot as a place to wait for their kids and tie up spaces for our visitors and employees of the building. A few weeks ago an accident blocked our entry/exit into Hardin Road for more than an hour.

Another concern is the kids who walk home or wait for their ride after school. The kids will likely wander away from campus and become roving groups that will trash up the place, tear up landscaping, make a bunch of noise, sometimes fight and scuffle among themselves – in general being kids. We are aware of a problem at a charter school about

a ½ mile from us where kids were throwing rocks at each other (for fun, not attacks) and hitting cars accidently.

We are all for schools, but think it is poor planning to put one where there is only one traffic entrance and exit.

Sincerely,

David Freiwald
Director
USGS Arkansas Water Science Center
(501) 228-3618

COLDWELL BANKER COMMERCIAL
HATHAWAY GROUP
2100 RIVERDALE, SUITE 100
LITTLE ROCK, AR 72202
POST OFFICE BOX 3730
LITTLE ROCK, AR 72203-3730
BUSINESS 501.663.5400
FAX 501.663.5408
www.hathawaygroup.com

March 10, 2014

VIA EMAIL – mary.perry@arkansas.gov
Mary Perry
Charter/Home School Director
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

SUBJECT: QUEST MIDDLE SCHOOL APPLICATION / 400 HARDIN ROAD, LITTLE ROCK AR

Dear Ms. Perry:

We are the Agent for the Owner and Property Manager for the U.S. Geological Survey Building, 401 Hardin Road, Little Rock. We are strongly opposed to allowing the proposed Quest Middle School to be located on Hardin Road. Hardin Road is a two block cul-de-sac with only one entrance/exit to Financial Centre Parkway. Our client Jess Woods, who owns 401 Hardin Road, and his tenant, the U.S. Geological Survey Water Science Center, both object to this school location.

Our client's building is zoned for office use and has always been used as an office. The building the school wants to use is also zoned for office use and has been used as offices. Changing its use to that of a school would be a fundamental alteration of the traffic flows and usage patterns at the property and would be detrimental to other property owners and businesses in the area, as well as to the general public's right to have adequate safety and traffic flow on public streets. The U.S. Geological Survey has approximately 50 people in this office daily and have equipment and vehicles related to their business coming and going on a regular basis. Having a school at this location with parents dropping off students and picking them up will further impede ingress and egress on Hardin Road, not to mention the possibility of blocking the entrance to the U.S. Geological Survey's building, and will cause considerable difficulties not only for this office but to other businesses on this street.

There is also concern regarding the practicality of having a school in a former office building with little to no outside space for a playground or area for students taking a break from classes. Wherever this school is located, there should be a reasonable expectation that the facility and grounds would be designed to keep students and related activities on the property itself, without impacting neighbors.

There is another school located in an office park on Corporate Hill Drive and we have observed numerous problems stemming from the daily presence of patrons' vehicles lining city streets and private property owned by others. Allowing this location for this school would cause dangerous traffic safety issues and harm the property values and business operations nearby.

Sincerely,

Jeffrey R. Hathaway, CCIM, SIOR
President

cc: David Freiwald (freiwald@usgs.gov)
Jess Woods
Vada Reynolds (vreynolds@hathawaygroup.com)
Sally Mears (smears@hathawaygroup.com)
Donna James and Tony Bozynski, City of LR

Desegregation Analysis Provided by the ADE

ARKANSAS DEPARTMENT OF EDUCATION

MEMORANDUM

To: ADE Charter Authorizing Panel

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment Public Charter School Relocation for Quest Middle School of West Little Rock

Date: March 21, 2014

I. INTRODUCTION

On November 14, 2013, the Charter Authorizing Panel approved the application of Responsive Education Solutions to open and operate Quest Middle School of West Little Rock. The charter school was approved to operate grades 6-12 with a student enrollment cap of 490. According to its application, the charter school expects to draw students from the Benton, Bryant, England, Little Rock, Lonoke, North Little Rock and Pulaski County Special school districts.

Quest Middle School of West Little Rock requests that the Charter Authorizing Panel approve an amendment to its charter to change the location of the school from 1815 Rahling Road to 400 Hardin Road. Both locations are in Little Rock. However, 1815 Rahling Road is located in the Pulaski County Special School District and 400 Hardin Road is located in the Little Rock School District.

II. STATUTORY REQUIREMENTS

Ark. Code Ann. § 6-23-106(c) states that the authorizer "shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state." This analysis is provided to inform the decision-making of the charter authorizer with regard to the effect, if any, of the proposed public charter school upon the desegregation efforts of a public school district.

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICTS

Quest Middle School of West Little Rock provided the attached desegregation analysis. The analysis states, in part:

> *In carefully reviewing the potential impact that Quest would have upon the efforts of the Pulaski County school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated*

public schools, the applicant finds that two of the three Pulaski County school districts -- the Little Rock School District ("LRSD") and the North Little Rock School District ("NLRSD") -- have both been found to be unitary in all aspects of their school operations. The Pulaski County Special School District ("PCSSD") has been determined by the federal District Court to be unitary in all respects concerning interdistrict student assignment. In view of the unitary status of LRSD and NLRSD and the status of PCSSD as unitary in the areas of interdistrict student assignment, those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public school charter for Quest cannot be said to have a negative impact on the three (3) Pulaski County school districts' ability to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

The Benton, Bryant, and Lonoke School Districts are not currently, nor have they ever been, under a federal District Court desegregation order. The England School District is currently under a federal District Court desegregation order, but after carefully examining the effect of the opening of Quest in Little Rock, the applicant is convinced that such action shall not hinder the district in meeting its court-ordered desegregation obligations . . .

In conclusion, neither any existing federal District Court desegregation order affecting the Pulaski County school districts, nor the 1989 Settlement Agreement, contain any proscriptions or restrictions concerning the granting of a new charter for an open-enrollment public charter school in Pulaski County.

To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2013, enrollment for the school districts listed by the applicant as affected by its proposed school, and for open-enrollment charter schools operating in the same county, is:

	2 or More Races	**Asian**	**Black/ African American**	**Hispanic**	**Native Am. Hawaiian/ Pacific Islander**	**White**	**Totals**
School Districts in Pulaski County							
Little Rock School District	227	579	15,689	2,728	73	4,380	23,676
	0.96%	2.45%	66.27%	11.52%	0.31%	18.50%	--
N. Little Rock School District	39	97	4,969	636	30	2,782	8,553
	0.46%	1.13%	58.10%	7.44%	0.35%	32.53%	--
Pulaski Co. Spec. School District	510	345	7,414	1,118	102	7,571	17,060
	2.99%	2.02%	43.46%	6.55%	0.60%	44.38%	--
DISTRICT	**776**	**1,021**	**28,072**	**4,482**	**205**	**14,733**	**49,289**

TOTAL	1.57%	2.07%	56.95%	9.09%	0.42%	29.89%	--
Open-Enrollment Public Charter Schools in Pulaski County							
Academics Plus (PCSSD)	0	12	101	34	2	501	650
	0.0%	1.8%	15.5%	5.2%	0.3%	77.1%	
Covenant Keepers (LRSD)	0	0	112	76	1	3	192
	0.0%	0.0%	58.3%	39.6%	0.5%	1.6%	
E-Stem (LRSD)	68	39	663	82	3	607	1,462
	4.7%	2.7%	45.3%	5.6%	0.2%	41.5%	
Jacksonville Lighthouse (PCSSD)	1	14	422	83	7	289	816
	0.1%	1.7%	51.7%	10.2%	0.9%	35.4%	
Lisa Academy (LRSD)	17	146	342	79	5	210	799
	2.1%	18.3%	42.8%	9.9%	0.6%	26.3%	
Lisa Academy North (NLRSD)	2	60	212	46	5	268	593
	0.3%	10.1%	35.8%	7.8%	0.8%	45.2%	
LR Prep Academy (LRSD)	3	1	387	21	1	4	417
	0.7%	0.2%	92.8%	5.0%	0.2%	1.0%	
Premier High School (LRSD)	0	0	80	2	0	8	90
	0.0%	0.0%	88.9%	2.2%	0.0%	8.9%	
SIATech Little Rock (LRSD)	0	1	77	3	0	11	92
	0.0%	1.1%	83.7%	3.3%	0.0%	12.0%	
CHARTER TOTAL	**91**	**273**	**2,396**	**426**	**24**	**1,901**	**5,111**
	1.8%	**5.3%**	**46.9%**	**8.3%**	**0.5%**	**37.2%**	
COUNTYWIDE TOTAL	**867**	**1,294**	**30,468**	**4,908**	**229**	**16,634**	**54,400**
	1.6%	**2.4%**	**56.0%**	**9.0%**	**0.4%**	**30.6%**	

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
School Districts Outside Pulaski County							
Bryant School District	101	143	1,127	772	38	6,681	8,862
	0.8%	1.6%	11.6%	7.6%	0.5%	77.8%	
Benton School District	125	35	392	324	18	4,028	4,922
	2.7%	0.8%	7.4%	6.6%	0.4%	82.1%	
England School District	13	0	288	36	1	425	763
	1.4%	0.0%	36.6%	4.6%	0.1%	57.3%	
Lonoke School District	36	11	398	121	5	1,224	1,795
	1.9%	0.6%	20.7%	6.6%	0.2%	70.0%	

Source: ADE Data Center, Oct. 1, 2013 Enrollment

Note: The school district listed in parentheses next to the charter school's name is the district in which the school is located.

"Desegregation" is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or "vestiges" of prior *de jure* (caused by official action) racial discrimination. The Department is aware of a pending desegregation order affecting the PCSSD (*Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-866, United States District Court–Eastern District of Arkansas).

In 2002, the Little Rock School District was declared unitary with respect to the majority of its desegregation plan obligations and released from court supervision in those areas. *Little Rock School District v. Pulaski County Special School District*, 237 F. Supp. 2d 988, 999 (E.D. Ark. 2002). In 2007, LRSD successfully completed its desegregation efforts and was declared fully unitary by the federal court. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. This order was affirmed by the Eighth Circuit Court of Appeals on April 2, 2009. *Little Rock School District v. Pulaski County Special School District,* 561 F.3d 746 (8th Cir. 2009). In February and March 2010, the federal court held hearings on the motions of NLRSD and PCSSD to be declared unitary. On May 19, 2011, the federal court held that neither district was fully unitary. *Little Rock School District v. Pulaski County Special School District,* Case No. 4:82-cv-0866 (E.D. Ark.), Order filed May 19, 2011. However, on December 28, 2011, the Eighth Circuit Court of Appeals ruled that NLRSD is fully unitary but that PCSSD is not. *Little Rock School District v. State of Arkansas,* 664 F.3d 738 (8th Cir. 2011).

On January 13, 2014, the presiding federal judge in the Pulaski County Desegregation Case gave final approval to a settlement agreement between the Joshua Intervenors, Knight Intervenors, Little Rock School District, North Little Rock School District, PCSSD and the State of Arkansas. Pursuant to the settlement agreement, the only remaining obligation of the State of Arkansas is to continue the distribution of desegregation payments to the three Pulaski County school districts through the 2017-2018 school year. The court also found that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. PCSSD remains non-unitary in the following seven areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Scholarships; (4) Special Education; (5) Staff; (6) Student Achievement; and (7) Monitoring.

Because Quest Middle School of West Little Rock is located in Pulaski County, Arkansas, the State Board must ensure that any act it approves, including approval of any relocation does not hamper, delay, or in any manner negatively affect the desegregation efforts of PCSSD. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

> [I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor

between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

As noted above, PCSSD remains under federal court supervision with regard to seven areas of the district's desegregation plan. Therefore, the Authorizer should consider whether a relocation for Quest Middle School of West Little Rock will negatively affect PCSSD's efforts to achieve full unitary status.

ADE Staff is aware of no pending desegregation orders involving the Benton, Bryant, or Lonoke school districts. The England School District is subject to a desegregation order in the case of *United States v. Cotton Plant School District No. 1, et al.* The England School District has operated under such an order since August 17, 1970. The last filing in the above-styled case took place on August 16, 2007. The England School District was one of six (6) defendant school districts that were parties to the case. The ADE does not possess the desegregation order for the England School District and the order is not on file with the Federal District Court for the Eastern District of Arkansas. The ADE will continue to search for the applicable desegregation order and will provide additional information to the authorizer when and if the order is received.

Materials Distributed at the Hearing

PETERS & ASSOCIATES
ENGINEERS, INC.

March 21, 2014

Mr. Curtis Cogburn
Responsive Education Solutions
1301 Waters Ridge Dr.
Lewisville, TX 75057

Re: P1692
Preliminary Summary of Findings
Traffic Study Proposed Charter School (Grades 6 – 8)
400 Hardin Road (Sedgwick Center)
Little Rock, AR

Dear Mr. Cogburn:

Peters & Associates Engineers, Inc. is conducting a traffic engineering study relating to a proposed new charter school to be located in the existing Sedgwick Center office building to accommodate a maximum enrollment of approximate 220 students. The Sedgwick Center is located on the west side of Hardin Road, north of Financial Center Parkway in Little Rock, Arkansas. The student pick-up / drop-off route is assumed as a counter clockwise loop around the building for left-side loading / unloading adjacent to the west side of the building. The primary focus of the traffic engineering study is to assess projected traffic operations and make recommendations to adequately serve access to the site to minimize queuing within the site or on the north end of the cul-de-sac of Harding Road.

EXISTING TRAFFIC CONDITIONS

Existing AM (7:00 – 9:00 AM) and school PM (2:45 – 5:00 PM) vehicle turning movement count data were gathered by this consultant for the following intersections in the immediate vicinity of the proposed site:

- Hardin Road and the Sedgwick Center north access drive
- Hardin Road and the Sedgwick Center south access drive.

The turning movement count data for the AM and school PM peak hours are attached with this letter. The following is a summary of the AM and school PM peak hour count data:

- AM Peak Hour
  - Hardin Road, just south of the Sedgwick Center south access drive = 49 northbound vehicles and 11 southbound vehicles.
  - Sedgwick Center entering traffic (both access drives total) = 33 vehicles.
  - Sedgwick Center exiting traffic (both access drives total) = 6 vehicles.
- School PM Peak Hour
  - Hardin Road, just south of the Sedgwick Center south access drive = 28 northbound vehicles and 32 southbound vehicles.
  - Sedgwick Center entering traffic (both access drives total) = 20 vehicles.
  - Sedgwick Center exiting traffic (both access drives total) = 24 vehicles.

TRIP GENERATION AND SITE TRAFFIC PROJECTIONS

The Trip Generation, an Informational Report, published by the Institute of Transportation Engineers (ITE) and The Trip Generation Manual by Trafficware, LLC (9th Edition), 2012, were reviewed in calculating the magnitude of traffic volumes expected to be generated by the proposed land-use of the 220 student charter school. These are typically reliable sources for this information and are commonly used in the traffic engineering profession. However, recent actual count data has been conducted at a similar charter school in the City of Little Rock. *(Note: The actual AM and school PM peak hour trip generation data is slightly higher than the data included in ITE Trip-Generation.)* This actual count data from a similar charter school has been used to calculate the estimated number of vehicles for the AM and school PM peak hours that can likely be expected to more accurately project the traffic volumes expected to be associated with this site as proposed.

Using the local trip generation rates, calculations were made as a part of this study to provide a reliable estimate of traffic volumes that can be expected to be associated with the development as proposed. Results of this calculation are summarized on Table 1, "Summary of Trip-Generation."

PROPOSED LAND USE	NUMBER OF STUDENTS	AM PEAK HOUR VOLUME		SCHOOL PM PEAK HOUR VOLUME	
		ENTER	EXIT	ENTER	EXIT
Charter School (Grades 6-8)	220	138	116	82	92
TOTAL ENTERING + EXITING		254		174	

Table 1 – Summary of Trip-Generation

School traffic, as will be the traffic associated with this site, ordinarily does contribute to the adjacent street traffic conditions during the on-street AM peak traffic hour and the school PM peak traffic hour. Accordingly, the AM and school PM peak traffic periods of the adjacent street in the immediate vicinity of the site are the traffic operating conditions which have warranted primary traffic analysis as a part of this study.

Once projected traffic was estimated for the site, directional distributions were made to reflect the percent of anticipated thru, left and right-turns at the study intersections. The student pick-up / drop-off route is assumed as a counter clockwise loop around the building for left-side loading / unloading adjacent to the west side of the building.

The projected traffic volumes (existing + proposed 220 student charter school generated) for Hardin Road, just south of the Sedgwick Center south access drive are summarized as follows:

- AM Peak Hour
  - Hardin Road, just south of the Sedgwick Center south access drive = 187 northbound vehicles and 127 southbound vehicles.
- School PM Peak Hour
  - Hardin Road, just south of the Sedgwick Center south access drive = 110 northbound vehicles and 121 southbound vehicles.

TRAFFIC OPERATIONS MODELING

Traffic operational calculations and simulation modeling were performed as a part of this study for projected traffic operating conditions for the study area. The adjacent street AM and school PM peak traffic periods were used for these calculations. Factors included in the analysis are as follows:

- Existing traffic volumes and patterns.
- Directional distribution of projected traffic volumes.
- Existing and proposed intersection geometry (including elements such as turn lanes, curb radii, etc.).
- Projected school traffic volumes.
- Existing traffic control.
- Representative student pick-up and drop-off times in the proposed pick-up and drop-off areas.

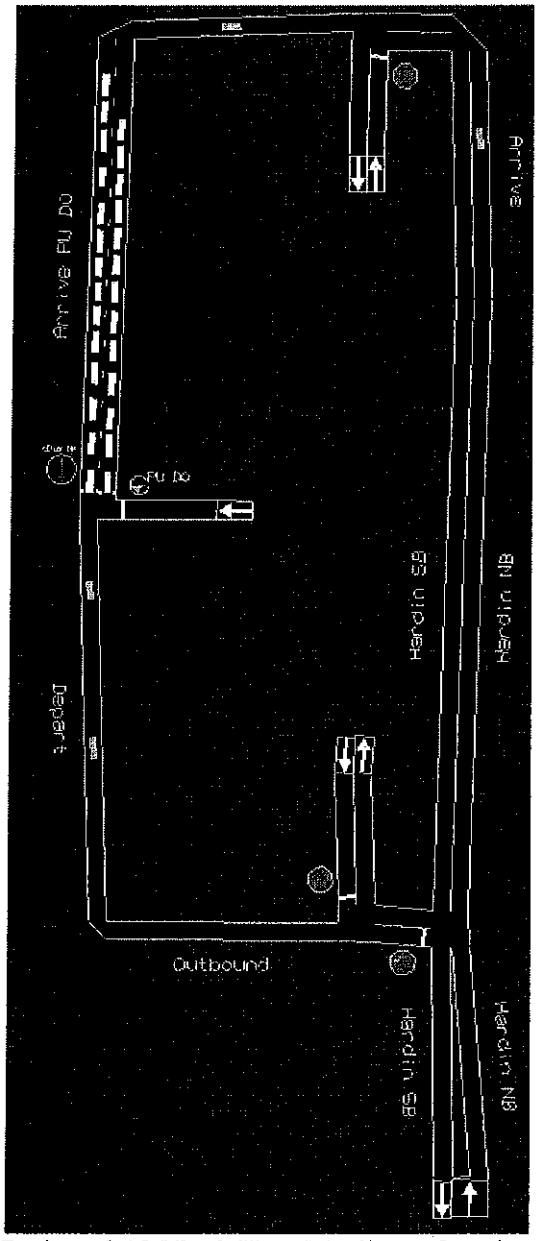
Critical to assessment of traffic operations in the vicinity of the proposed site is an assessment of site ingress and egress at the site access drive and circulation through the site. To assess the traffic operations at the site within the context of the site configuration, the access drives proposed to serve it and existing and site-generated traffic volumes, a traffic modeling technique was used. TSIS-CORSIM (Traffic Software Integrated System, Version 6.2) traffic modeling software was used for assessment of traffic operation at the proposed site. This software was developed for U.S. Department of Transportation, Federal Highway Administration and the FHWA Office of Operations Research, Development and Technology. City of Little Rock Public Works representatives are familiar with and have confidence in the results from this traffic modeling software. TSIS allows the user to define and manage traffic analysis projects, define traffic networks and create inputs for traffic simulation analysis, execute traffic simulation models, and interpret the results of those models. The model yields various analysis output values including information for projected maximum vehicle queuing at driveway and street intersection approaches as well as student pick-up and drop-off operations.

Results - Traffic Operations Modeling

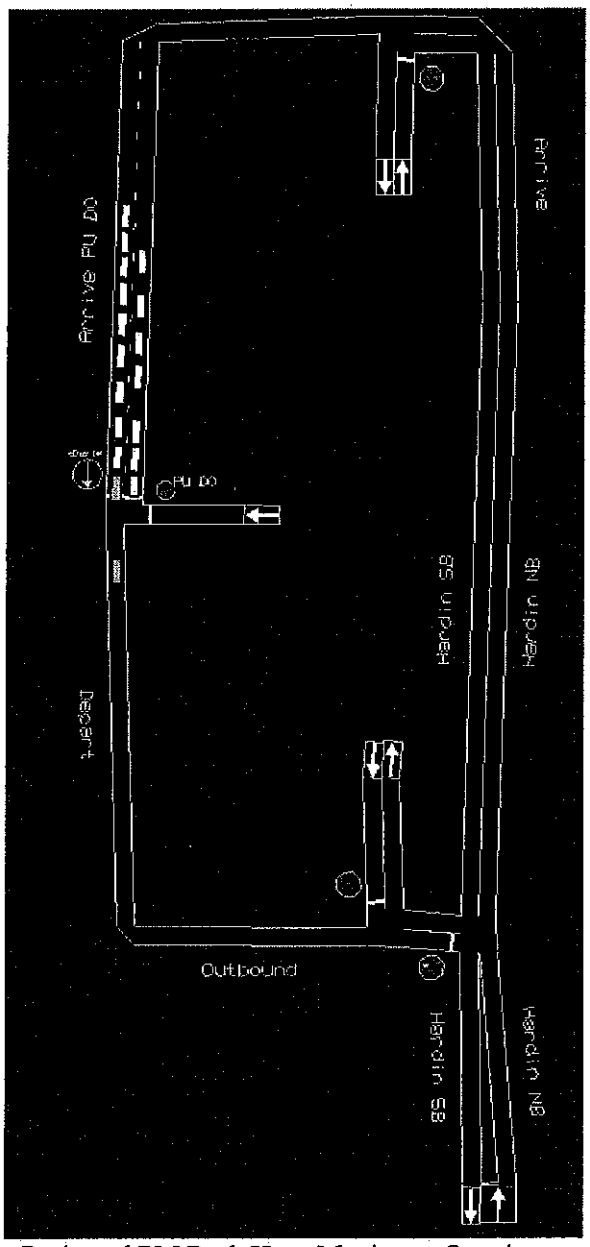
Projected Traffic Conditions

Traffic operations modeling analysis was performed for the projected traffic conditions for the study area. This analysis was performed for the AM and school PM peak hours projected traffic conditions. For purposes of traffic operations modeling, the student pick-up and drop-off times similar to those measured at an existing similar charter school in the City of Little Rock were used. Although influenced by site-specific traffic volumes and arrival rates and traffic patterns, it is expected that a similar student pick-up and drop-off operation will be used.

There is approximately 700 feet of vehicle stacking available on-site from the location the pick-up and drop-off area to Hardin Road at the north end of the cul-de-sac. As shown in the exhibits following, the maximum vehicle queuing can be well accommodated within the proposed Sedgwick Center parking lot without over-flowing onto Hardin Road during the AM and school PM peak hours.



Projected AM Peak Hour Maximum Queuing



Projected PM Peak Hour Maximum Queuing

CONCLUSION

In conclusion, it was found that the maximum vehicle queuing for a 220 student enrollment charter school (grades 6-8) can be well accommodated within the approximate 700 feet of stacking within the Sedgwick Center parking lot without over-flowing onto Hardin Road during the AM and school PM peak hours.

A full traffic study is to be completed by this consultant in the near future. The traffic study will include detailed existing traffic counts, detailed traffic operations modeling analysis and results, projected traffic volumes graphics, etc.

Please let me know if you need additional information or comment.

Sincerely,
PETERS & ASSOCIATES, ENGINEERS, INC.

Ernest J. Peters, PE
President

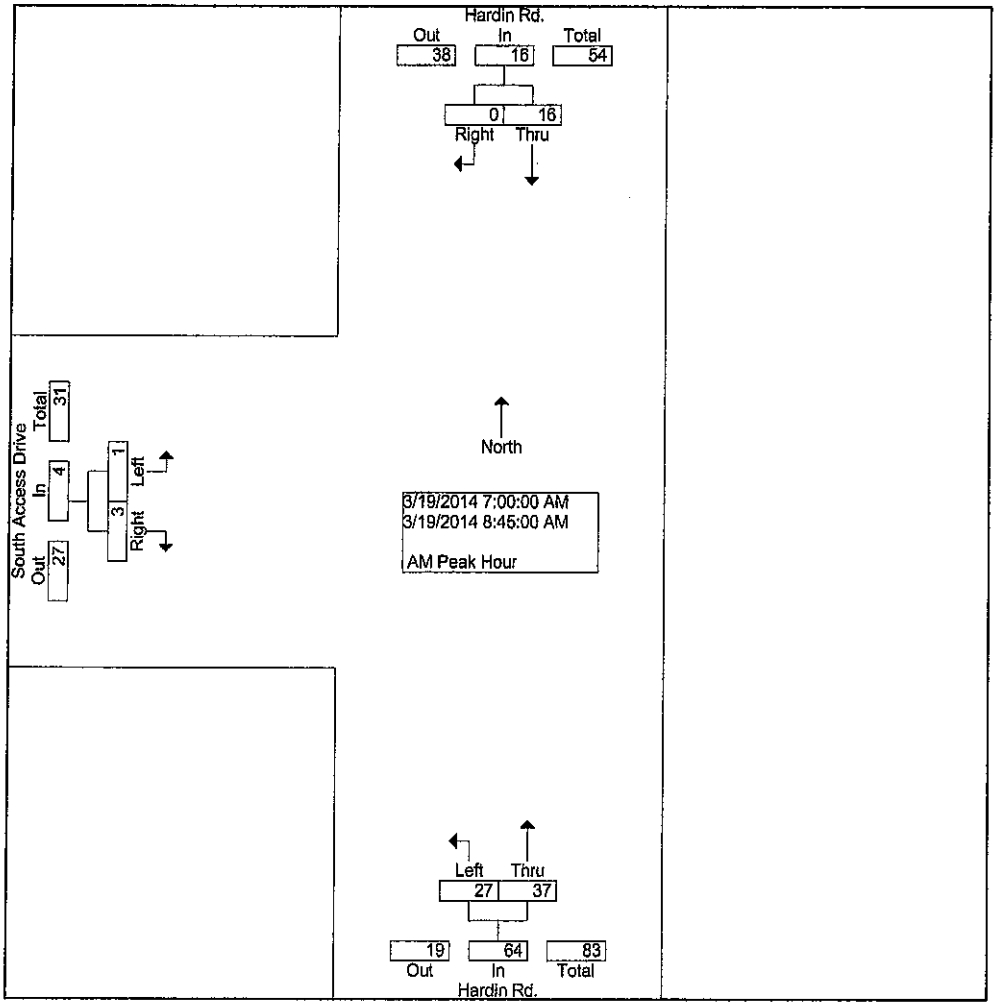
Peters & Associates Engineers, Inc.
Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
Hardin Rd and Sedwick Center South Drive
Little Rock, AR
P-1692

File Name : AM-South
Site Code : 00000000
Start Date : 03/19/2014
Page No : 1

Groups Printed- AM Peak Hour

	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			
Start Time	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	Int. Total
Factor	1.0	1.0		1.0	1.0		1.0	1.0		
07:00 AM	0	0	0	1	2	3	0	0	0	3
07:15 AM	0	1	1	4	2	6	0	0	0	7
07:30 AM	0	2	2	7	8	15	0	0	0	17
07:45 AM	0	6	6	9	3	12	0	0	0	18
Total	0	9	9	21	15	36	0	0	0	45
08:00 AM	0	2	2	10	6	16	0	0	0	18
08:15 AM	0	1	1	2	3	5	1	0	1	7
08:30 AM	0	2	2	2	1	3	0	0	0	5
08:45 AM	0	2	2	2	2	4	2	1	3	9
Total	0	7	7	16	12	28	3	1	4	39
Grand Total	0	16	16	37	27	64	3	1	4	84
Apprch %	0.0	100.0		57.8	42.2		75.0	25.0		
Total %	0.0	19.0	19.0	44.0	32.1	76.2	3.6	1.2	4.8	

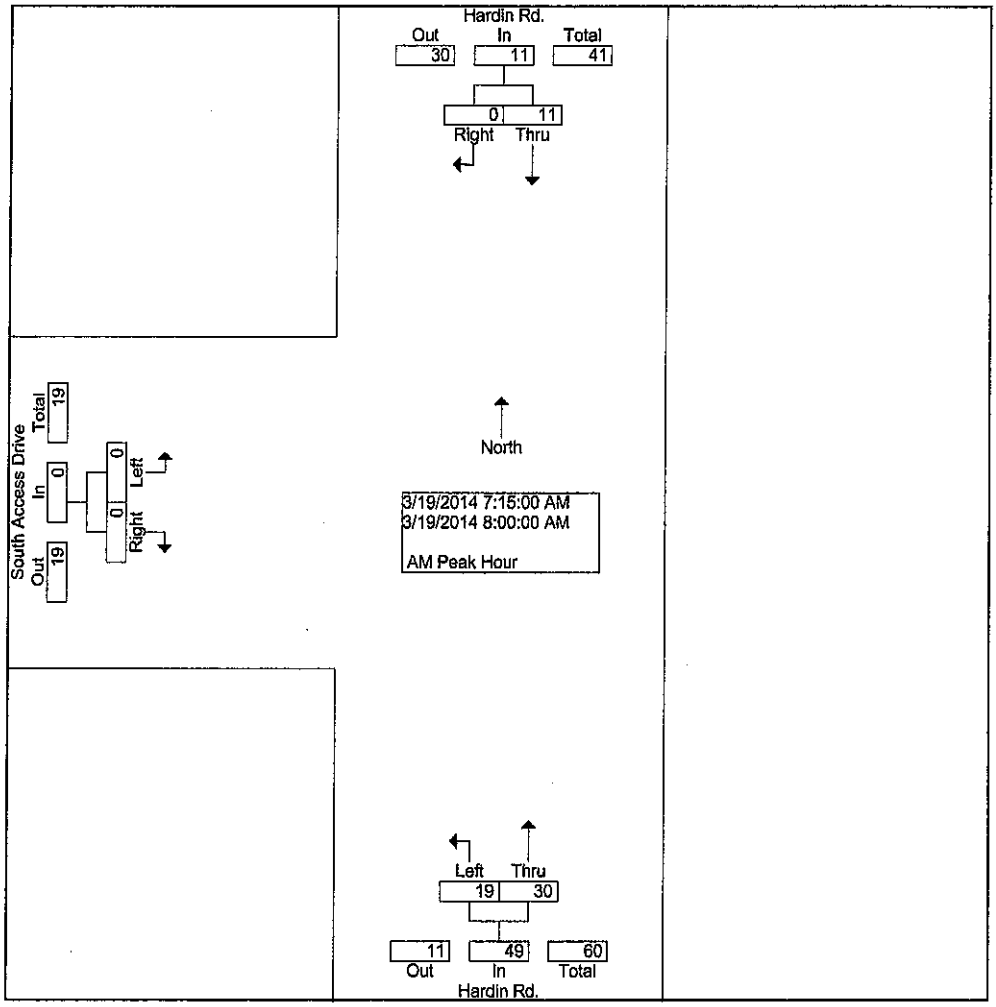


Peters & Associates Engineers, Inc.
Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
Hardin Rd and Sedwick Center South Drive
Little Rock, AR
P-1692

File Name : AM-South
Site Code : 00000000
Start Date : 03/19/2014
Page No : 2

	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			
Start Time	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	Int. Total
Peak Hour From 07:00 AM to 08:45 AM - Peak 1 of 1										
Intersection	07:15 AM									
Volume	0	11	11	30	19	49	0	0	0	60
Percent	0.0	100.0		61.2	38.8		0.0	0.0		
08:00 Volume	0	2	2	10	6	16	0	0	0	18
Peak Factor										0.833
High Int.	07:45 AM			08:00 AM			6:45:00 AM			
Volume	0	6	6	10	6	16				
Peak Factor			0.458			0.766				



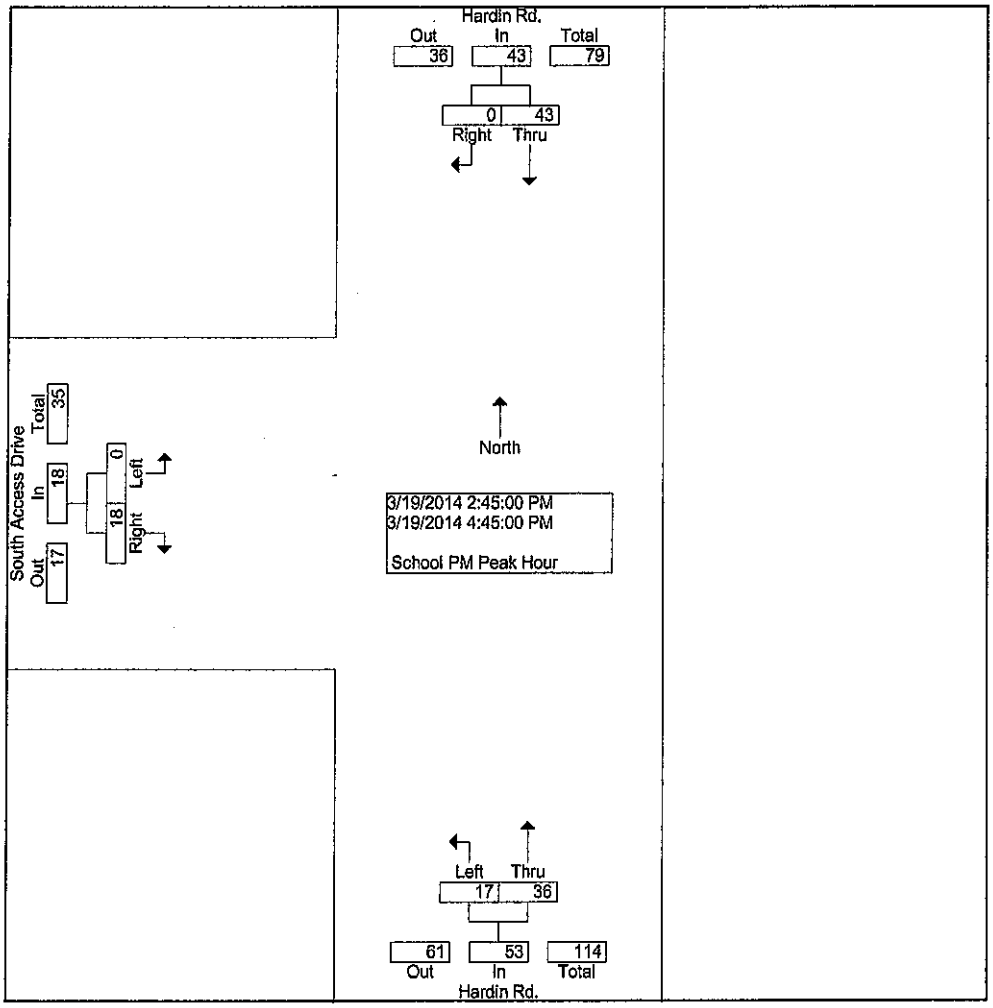
Peters & Associates Engineers, Inc.
Peak Hours Turning Movement Count Data

School PM Hr Turning Movement Count Data
Hardin Rd and Sedwick Center South Drive
Little Rock, AR
P-1692

File Name : PM-South
Site Code : 00000000
Start Date : 03/19/2014
Page No : 1

Groups Printed- School PM Peak Hour

	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			
Start Time	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	Int. Total
Factor	1.0	1.0		1.0	1.0		1.0	1.0		
02:45 PM	0	7	7	5	3	8	3	0	3	18
Total	0	7	7	5	3	8	3	0	3	18
03:00 PM	0	2	2	5	0	5	1	0	1	8
03:15 PM	0	3	3	2	1	3	0	0	0	6
03:30 PM	0	4	4	1	1	2	1	0	1	7
03:45 PM	0	5	5	5	2	7	3	0	3	15
Total	0	14	14	13	4	17	5	0	5	36
04:00 PM	0	6	6	4	2	6	2	0	2	14
04:15 PM	0	5	5	5	3	8	2	0	2	15
04:30 PM	0	4	4	4	2	6	1	0	1	11
04:45 PM	0	7	7	5	3	8	5	0	5	20
Total	0	22	22	18	10	28	10	0	10	60
Grand Total	0	43	43	36	17	53	18	0	18	114
Apprch %	0.0	100.0		67.9	32.1		100.0	0.0		
Total %	0.0	37.7	37.7	31.6	14.9	46.5	15.8	0.0	15.8	

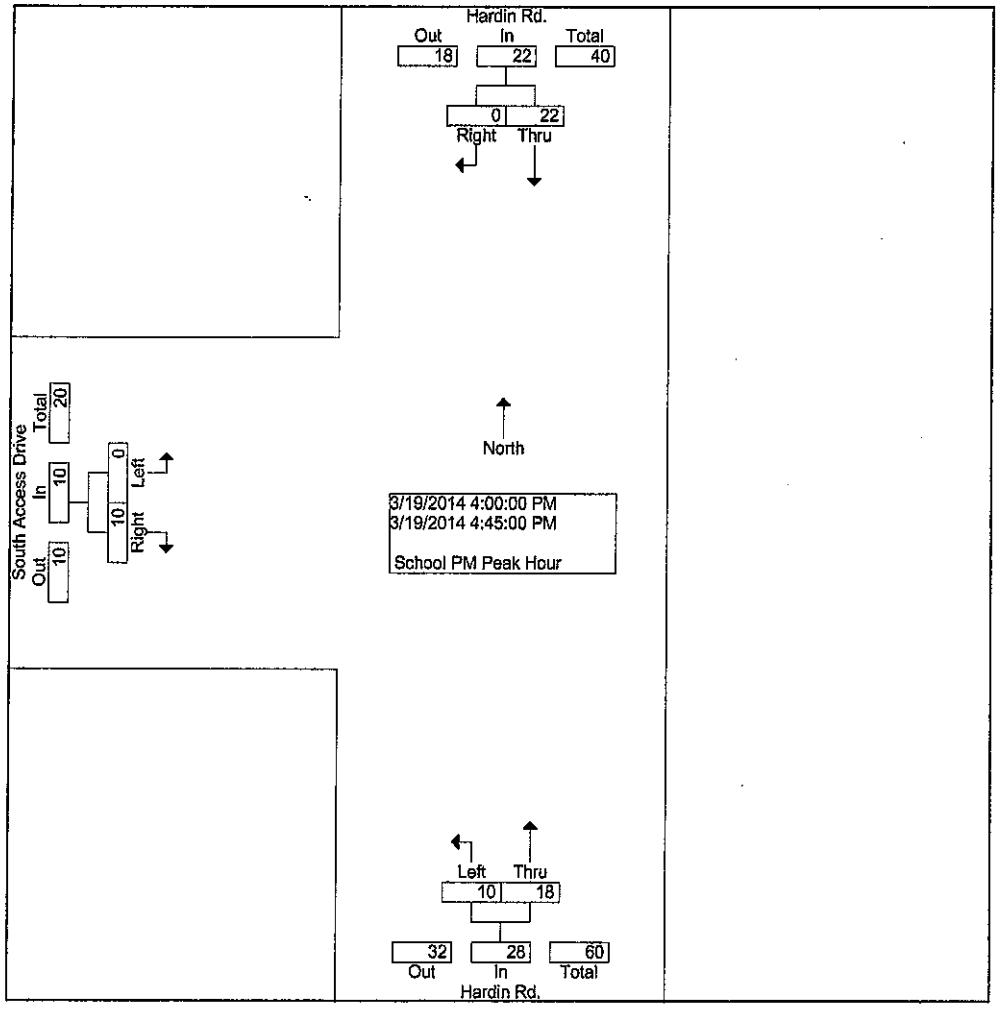


Peters & Associates Engineers, Inc.
Peak Hours Turning Movement Count Data

School PM Hr Turning Movement Count Data
Hardin Rd and Sedwick Center South Drive
Little Rock, AR
P-1692

File Name : PM-South
Site Code : 00000000
Start Date : 03/19/2014
Page No : 2

	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			
Start Time	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	Int. Total
Peak Hour From 02:45 PM to 04:45 PM - Peak 1 of 1										
Intersection	04:00 PM									
Volume	0	22	22	18	10	28	10	0	10	60
Percent	0.0	100.0		64.3	35.7		100.0	0.0		
04:45 Volume	0	7	7	5	3	8	5	0	5	20
Peak Factor										0.750
High Int.	04:45 PM			04:15 PM			04:45 PM			
Volume	0	7	7	5	3	8	5	0	5	
Peak Factor			0.786			0.875			0.500	



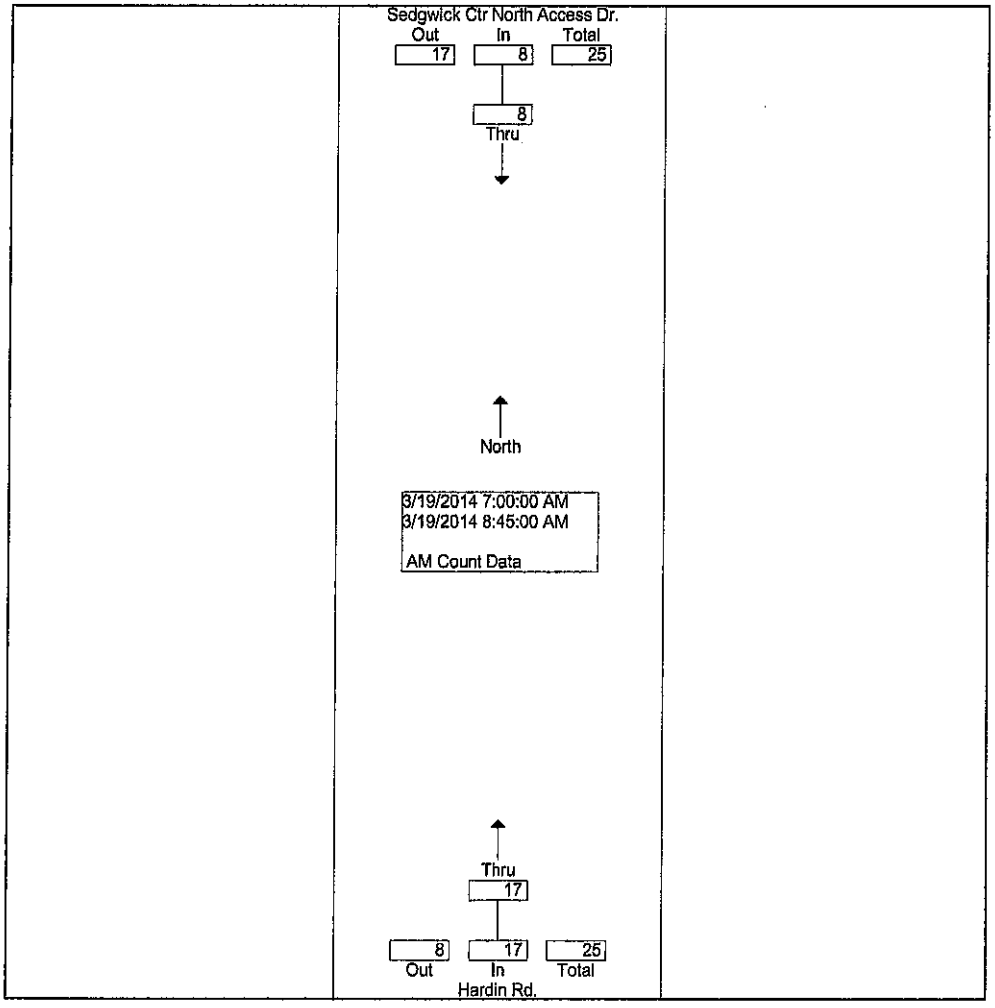
Peters & Associates Engineers, Inc.
Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
Hardin Rd and Sedwick Ctr North Access
Little Rock, AR
P-1692

File Name : AM-North
Site Code : 00000000
Start Date : 03/19/2014
Page No : 1

Groups Printed- AM Count Data

	Sedgwick Ctr North Access Dr. From North		Hardin Rd. From South		
Start Time	Thru	App. Total	Thru	App. Total	Int. Total
Factor	1.0		1.0		
*** BREAK ***					
07:15 AM	1	1	1	1	2
07:30 AM	1	1	3	3	4
07:45 AM	4	4	4	4	8
Total	6	6	8	8	14
08:00 AM	0	0	6	6	6
08:15 AM	0	0	1	1	1
08:30 AM	1	1	1	1	2
08:45 AM	1	1	1	1	2
Total	2	2	9	9	11
Grand Total	8	8	17	17	25
Apprch %	100.0		100.0		
Total %	32.0	32.0	68.0	68.0	

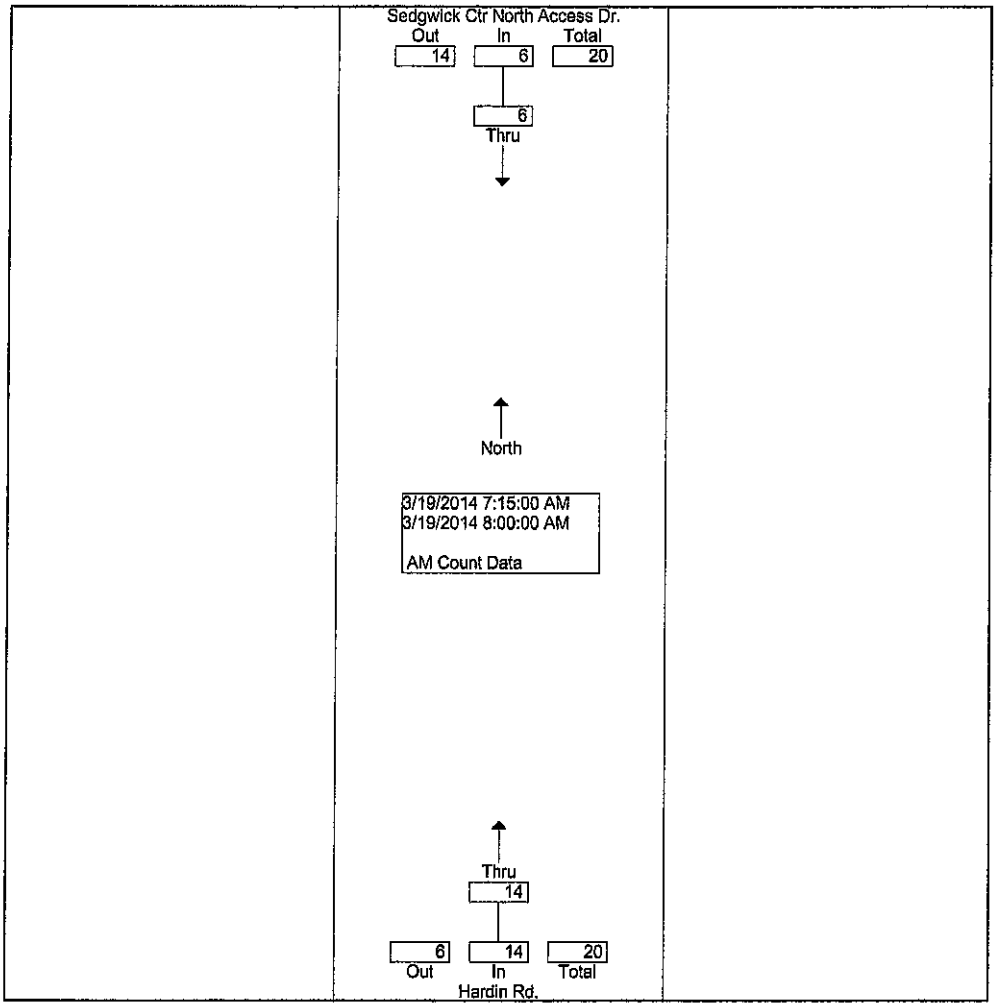


Peters & Associates Engineers, Inc.
Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
Hardin Rd and Sedwick Ctr North Access
Little Rock, AR
P-1692

File Name : AM-North
Site Code : 00000000
Start Date : 03/19/2014
Page No : 2

	Sedgwick Ctr North Access Dr. From North		Hardin Rd. From South		
Start Time	Thru	App. Total	Thru	App. Total	Int. Total
Peak Hour From 07:00 AM to 08:45 AM - Peak 1 of 1					
Intersection	07:15 AM				
Volume	6	6	14	14	20
Percent	100.0		100.0		
07:45 Volume	4	4	4	4	8
Peak Factor					0.625
High Int.	07:45 AM		08:00 AM		
Volume	4	4	6	6	
Peak Factor		0.375		0.583	



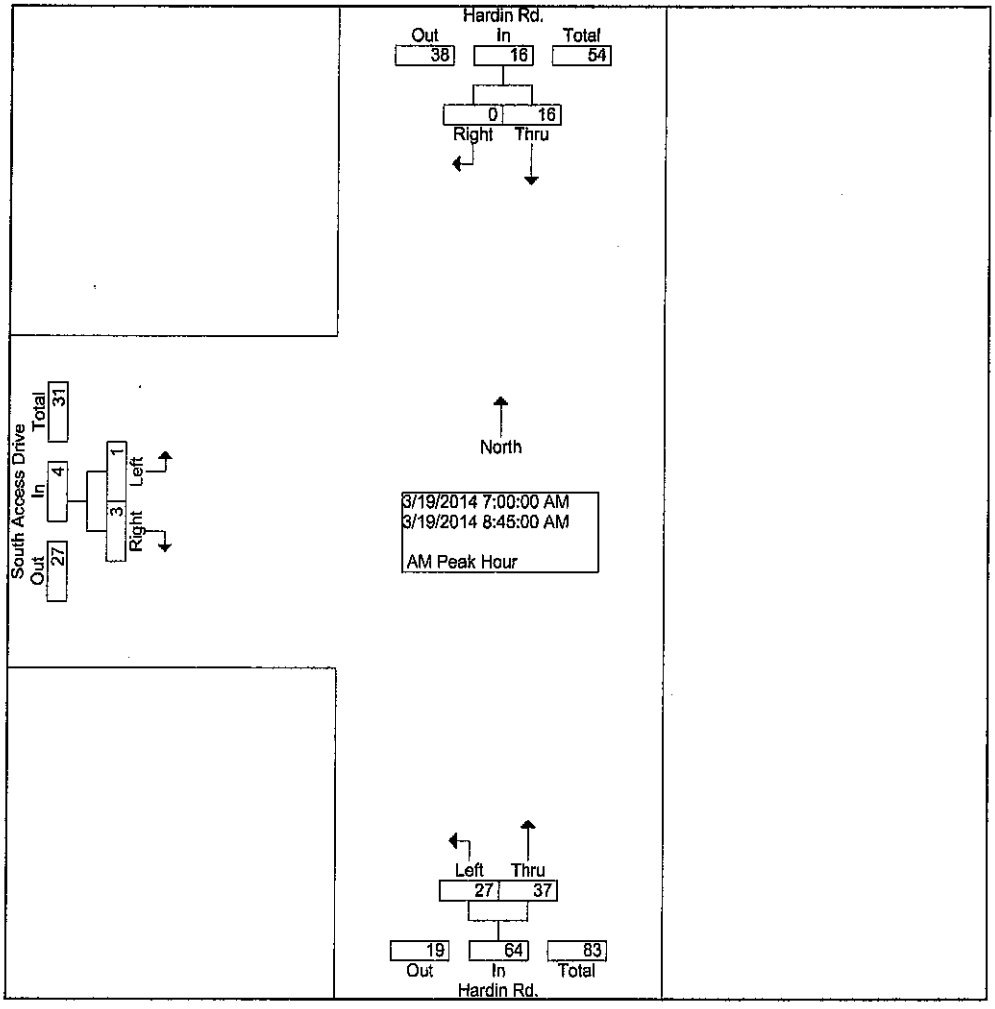
Peters & Associates Engineers, Inc.
Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
Hardin Rd and Sedwick Center South Drive
Little Rock, AR
P-1692

File Name : AM-South
Site Code : 00000000
Start Date : 03/19/2014
Page No : 1

Groups Printed- AM Peak Hour

	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			
Start Time	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	Int. Total
Factor	1.0	1.0		1.0	1.0		1.0	1.0		
07:00 AM	0	0	0	1	2	3	0	0	0	3
07:15 AM	0	1	1	4	2	6	0	0	0	7
07:30 AM	0	2	2	7	8	15	0	0	0	17
07:45 AM	0	6	6	9	3	12	0	0	0	18
Total	0	9	9	21	15	36	0	0	0	45
08:00 AM	0	2	2	10	6	16	0	0	0	18
08:15 AM	0	1	1	2	3	5	1	0	1	7
08:30 AM	0	2	2	2	1	3	0	0	0	5
08:45 AM	0	2	2	2	2	4	2	1	3	9
Total	0	7	7	16	12	28	3	1	4	39
Grand Total	0	16	16	37	27	64	3	1	4	84
Apprch %	0.0	100.0		57.8	42.2		75.0	25.0		
Total %	0.0	19.0	19.0	44.0	32.1	76.2	3.6	1.2	4.8	

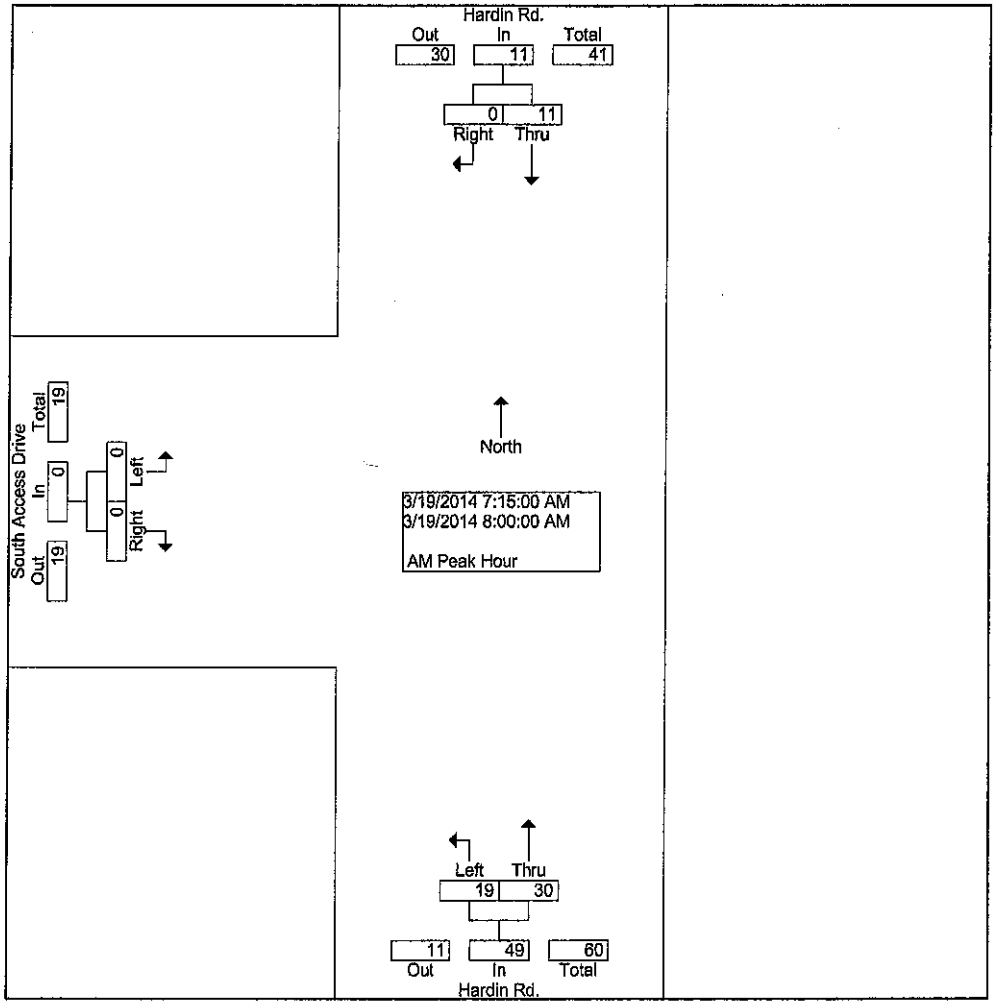


Peters & Associates Engineers, Inc.
Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
Hardin Rd and Sedwick Center South Drive
Little Rock, AR
P-1692

File Name : AM-South
Site Code : 00000000
Start Date : 03/19/2014
Page No : 2

	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			
Start Time	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	Int. Total
Peak Hour From 07:00 AM to 08:45 AM - Peak 1 of 1										
Intersection	07:15 AM									
Volume	0	11	11	30	19	49	0	0	0	60
Percent	0.0	100.0		61.2	38.8		0.0	0.0		
08:00 Volume	0	2	2	10	6	16	0	0	0	18
Peak Factor										0.833
High Int.	07:45 AM			08:00 AM			6:45:00 AM			
Volume	0	6	6	10	6	16				
Peak Factor			0.458			0.766				



Materials That

the Little Rock School District and Pulaski County Special School District

Requested to Be Included

for State Board of Education Review

FRIDAY | ELDREDGE & CLARK LLP

Christopher Heller | Attorney
Direct: (501) 370-1506
Fax: (501) 244-5344
E-mail: heller@fridayfirm.com

400 West Capitol Avenue
Suite 2000
Little Rock, Arkansas 72201-3522
www.FridayFirm.com

April 25, 2014

Via email

Ms. Mary Perry, Coordinator
Charter and Home Schools Office
Arkansas Department of Education

Dear Ms. Perry:

Responsive Education Solutions was not truthful in its presentation to the Charter Authorizing Panel on March 21, 2014. The following excerpts from the transcript of that hearing show that the Responsive Ed representative repeatedly told the Charter Authorizing Panel that Responsive Ed's purchase of the Hardin Road property would not happen unless that property was approved for use as a charter school by the State Board of Education and the City of Little Rock:

> Dr. Witonski: Just a quick follow up. So on this location, I just want to be completely clear, who owns the building?
>
> Mr. Baumann: It will be owned by Responsive Education Solutions, the sponsoring entity. And that way, like I said, that's one of the benefits that gives us flexibility.
>
> Dr. Witonski: So it will be owned when?
>
> Mr. Baumann: It's contingent on what happens with this. If it gets past this point *and the State Board approves it*, then the agreement goes into effect and then it's owned by us. We've already signed an executed agreement on February 11th that's *contingent on approval by the State Board.*

Transcript, March 21, 2014 hearing, pp. 87-88 (emphasis supplied).

> Commissioner Kimbrell: Okay. Let me make sure I understand 'cause I'm really slow. So right now you don't own the building but contingent upon the continuing of this charter process you may own – you would own the building.
>
> Mr. Baumann: Correct.

> Commissioner Kimbrell: But that's also *contingent upon the City Council approving the use of this facility for this purpose*?
>
> Mr. Baumann: *That's correct.*

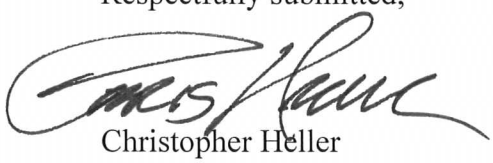
Transcript, March 21, 2014 hearing, pp. 94-95 (emphasis supplied).

> Mr. Baumann: . . . A lot of times it's a lease that we're signing; this time it happens to be a purchase agreement but we make it *contingent on many things. It's got to be approved by the City* for the use for which it's intended. *It also has to be approved by our authorizer for use or we're not going to sign the agreement.*

Transcript, March 21, 2014 hearing, p. 96 (emphasis supplied).

Contrary to the representations made to the Charter Authorizing Panel, the Special Warranty Deed attached as Exhibit 1 appears to show that Responsive Education Solutions purchased the Hardin Road property for $3,900,000 on March 24, 2014, which was the first business day after Responsive Ed made the above representations to the Charter Authorizing Panel. Please provide this information to the State Board of Education so that it may be considered at the hearing scheduled for May 8, 2014. Thank you.

Respectfully submitted,



Christopher Heller

CJH/bk
Attachment (Exhibit 1)

2014017331 Received: 3/31/2014 1:14:42 PM Recorded: 03/31/2014 01:20:38 PM
Filed & Recorded in Official Records of Larry Crane, PULASKI COUNTY
CIRCUIT/COUNTY CLERK Fees $25.00

SEAL OF THE CIRCUIT COURT PULASKI COUNTY, ARKANSAS

RETURN TO FIRST NATIONAL TITLE
415 N. McKINLEY STREET
SUITE 1200
LITTLE ROCK, AR 72205
1402-126-JC

THIS INSTRUMENT PREPARED BY AND
AFTER RECORDING RETURN TO:
Randal B. Frazier, Esq.
Kutak Rock LLP
124 W. Capitol Ave, Suite 2000
Little Rock, Arkansas 72201
501-975-3000

SPECIAL WARRANTY DEED

KNOW ALL MEN BY THESE PRESENTS:

That **Simmons First National Bank**, a national banking association and successor by merger to Metropolitan National Bank ("Grantor"), for and in consideration of the sum of TEN AND NO/100 DOLLARS ($10.00), and other valuable consideration in hand paid by **Responsive Education Solutions**, a Texas 501(c)(3) non-profit corporation, the receipt and sufficiency of which are hereby acknowledged, does hereby grant, bargain, sell and convey unto the Grantee, and unto its successors and assigns forever, that certain real property legally described as:

Lot 2, Parkway Office Subdivision to the City of Little Rock, Pulaski County, Arkansas;

together with all rights, privileges, appurtenances, minerals, utilities, adjacent streets, alleys, strips, gores, and rights-of-way, if any, (collectively, "Property") in its "AS IS WHERE IS" condition and SUBJECT TO all assessments, liens, easements, encumbrances and restrictions of record and all matters which a survey and a physical inspection of the Property would disclose ("Permitted Exceptions").

TO HAVE AND TO HOLD the Property unto Grantee, its successors and assigns forever, with all the appurtenances thereto belonging; and Grantor hereby binds itself, its successors and assigns, to warrant and forever defend, all and singular the Property, except for the Permitted Exceptions, unto Grantee, its successors and assigns, against any person whomsoever lawfully claiming or to claim the same or any part thereof by, through or under Grantor, but not otherwise.

Executed this 24th day of March, 2014.

PENGAD 800-631-6989 EXHIBIT 1

GRANTOR:

SIMMONS FIRST NATIONAL BANK,
a national banking association

By: _____
John Bemrose
Senior Vice President

ACKNOWLEDGMENT

STATE OF ARKANSAS)
)
COUNTY OF PULASKI)

On this 24TH day of March, 2014, before me, a Notary Public, duly commissioned, qualified and acting, within and for the said County and State, appeared in person the within named John Bemrose, to me personally well known, who stated that he is the Senior Vice President of Simmons First National Bank, a national banking association, ~~the Manager of the Financial Center, LLC~~ and is duly authorized in such capacity to execute the foregoing instrument for and in the name and behalf of said bank, and further stated and acknowledged that he had so signed, executed and delivered said foregoing instrument for the consideration, uses and purposes therein mentioned and set forth.

IN TESTIMONY WHEREOF, I have hereunto set my hand and official seal this 24TH day of March, 2014.

_____
Notary Public

My Commission Expires: 7-30-2021

JAMILAH C. HENRY
NOTARY PUBLIC
ARKANSAS
PULASKI COUNTY
12383303 EXPIRES 7-30-2021

GRANTEE'S STATEMENT

I certify under penalty of false swearing that documentary stamps or a documentary symbol in the legally correct amount has been placed on this instrument.

GRANTEE/GRANTEE'S AGENT:

By: Responsive Education Solutions
Name: _____
Title: _____, Agent

1301 Waters Ridge
Lewisville, Texas 75057

4839-7343-5929 1

D-L1976165792 eL005

STATE OF ARKANSAS
DEPARTMENT OF FINANCE AND ADMINISTRATION
MISCELLANEOUS TAX SECTION
P.O. BOX 896, LITTLE ROCK, AR 72203-0896

Real Estate Transfer Tax Stamp

Proof of Tax Paid

File Number: 1402-126-JC

Grantee:	RESPONSIVE EDUCATION SOLUTIONS
Mailing Address:	1301 WATERS RIDGE LEWISVILLE TX 750570000
Grantor:	SIMMONS FIRST NATIONAL BANK
Mailing Address:	N/A N/A AR 000000000
Property Purchase Price:	$3,900,000.00
Tax Amount:	$12,870.00
County:	PULASKI
Date Issued:	03/27/2014
Stamp ID:	1870921728

I certify under penalty of false swearing that documentary stamps or a documentary symbol in the legally correct amount has been placed on this instrument

Grantee or Agent Name (printed): Responsive Education Solutions

Grantee or Agent Name (signature): _____ Date: 3/27/2014

Address: 1301 Waters Ridge

City/State/Zip: Lewisville, TX 75057

Materials That Responsive Education Solutions Requested to Include for State Board of Education Review

Quest Middle School of Pine Bluff
Pine Bluff, Arkansas

April 14, 2014

Sent via E-Mail (tom.kimbrell@arkansas.gov)
Dr. Tom Kimbrell, Commissioner of Education
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, Arkansas 72201

Re: Request for Expedited Review of Charter Authorizing Panel Decision

Dr. Kimbrell:

On March 21, 2014, the Charter Authorizing Panel ("Panel") unanimously approved the relocation of Quest Middle School of West Little Rock ("School") from 1815 Rahling Road to 400 Hardin Road. As described to the Panel, there is no legal impediment to utilizing the Hardin facility as a public charter school. In addition, as described to the Panel, the Hardin facility results in the several benefits to the School, including:

1. approximately $245K in annual savings,
2. a location in Little Rock School District,
3. a location in closer proximity to potential feeder schools, and
4. a location in closer proximity to families residing in central Little Rock.

These benefits directly address various concerns that have been previously expressed by the Panel and/or the State Board of Education ("Board") regarding School's budget, location, and accessibility.

Even so, on April 10, 2014, the Board voted to review the Panel's decision. According to Section 6-23-703(b)(3) of the Arkansas Code, the Board's hearing to review the Panel's decision shall be held "the earlier of: (A) The next regularly scheduled state board meeting following the state board meeting during which the state board voted to authorize a review; or (B) A special board meeting called by the state board." The Board's next regular meeting is currently scheduled for May 8, 2014. Because waiting until the Board's next regularly scheduled meeting may have a negative impact on the School's ability to complete the required tenant improvements in a timely fashion to serve the 180+ students who have already applied for admission to the School, ResponsiveEd respectfully requests that the Board call a special meeting, to be held as soon as possible.

To assist in the Board's review, I have attached the 79-page transcript from the Panel's hearing on the School's proposed relocation.

Please feel free to contact me should you have any further questions.

Sincerely,

Chris Baumann
General Counsel

Cc: Ms. Mary Perry (mary.perry@arkansas.gov)
Mr. Jeremy Lasiter (jeremy.lasiter@arkansas.gov)
Dr. Jerry Guess (jguess@pcssd.org)
Dr. Dexter Suggs (dexter.suggs@lrsd.org)
Mr. Chuck Cook (ccook@responsiveed.com)

In The Matter Of:

BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION
CHARTER AUTHORIZING PANEL

March 21, 2014

Sharon Hill Court Reporting
4021 Robinwood Cr.
Bryant, AR 72022
(501) 847-0510

Original File CAP - 3-21-14.prn
Min-U-Script® with Word Index

COMMISSIONER KIMBRELL: Second by Mr. Hoy. Any discussion? All those in favor say "aye."

(UNANIMOUS CHORUS OF AYES)

COMMISSIONER KIMBRELL: All those opposed? Okay. We move to A-5.

DR. WITONSKI: Motion to approve Quest Middle School of Pine Bluff.

COMMISSIONER KIMBRELL: Motion to approve from Dr. Witonski. Do I hear a second?

MR. HERNANDEZ: Second.

COMMISSIONER KIMBRELL: Second by Mr. Hernandez. Any questions? All those in favor say "aye."

(UNANIMOUS CHORUS OF AYES)

COMMISSIONER KIMBRELL: All those opposed like sign. Okay. Mr. Baumann, you have those three.

MR. BAUMANN: Thank you. Appreciate it.

A-6: REQUEST FOR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL AMENDMENT: QUEST MIDDLE SCHOOL OF WEST LITTLE ROCK

COMMISSIONER KIMBRELL: A-6, Ms. Perry.

MS. PERRY: This is the last action item on your agenda today. This is a request for a charter school amendment, Quest Middle School of West Little Rock. This is a school that was approved in November, on November 14, 2013. It's approved to open in the 14-15 school year and it serves students in grades 6-12

with a maximum enrollment of 490, although it is beginning as the middle school level. Representatives -- it will be Mr. Baumann again -- is here, representing Quest Middle School of West Little Rock to request an amendment to the current charter. As I said, they have not opened yet but they are requesting to change the address of the location approved in the application which was 1815 Rahling Road, Little Rock 72223 to instead open at 400 Hardin Road, Little Rock 72211. It is my understanding that there are some individuals here who would like to speak in opposition to this and you did have two letters, one that was addressed to you, one that was addressed to me, that was in the packet that was uploaded into the system in opposition of this request.

COMMISSIONER KIMBRELL: Very good. Now let me make sure -- I have listed four individuals who are here, present, for Quest Middle School of Little Rock and then I have on a separate sheet a Seth Roth. Are you here, Mr. Roth, on the same issue?

MR. ROTH: Yes.

COMMISSIONER KIMBRELL: I wasn't sure if it was the same. Okay. All right. So any individual, who is not an attorney, because we don't swear attorneys

in, would like to make a -- or will be speaking on this I need to swear everyone in. So if you're going to make a presentation, make any comments, please stand and raise your right hand. Do you swear or affirm to tell the truth, the whole truth, and nothing but the truth?

(ALL PRESENTERS ANSWERED AFFIRMATIVELY)

COMMISSIONER KIMBRELL: Thank you. Mr. Baumann, you'll have 20 minutes for your side and then we'll move to the opposition or concerns.

MR. BAUMANN: Thank you, Dr. Kimbrell, Panel Members. Once again, Chris Baumann, General Counsel for Responsive Education Solutions, the general sponsoring entity for Quest Middle School of West Little Rock. Quest Middle School of West Little Rock seeks to relocate the school from 1815 Rahling Road in Little Rock to 400 Hardin Road in Little Rock. In the original application for Quest there was a Facilities Utilization Agreement that was signed for the Rahling Road location. You'll see it's a one-page document; it has a few terms on there, including the monthly rent, square footage. Really, at that point in time a lot of things are still undetermined when that agreement is signed. For instance, what are the costs of the tenant improvements; who's going

to be responsible for what utilities, the maintenance, the repair responsibilities. And so in many ways that Facilities Utilization Agreement marks the very beginning of the lease negotiations. Now, unfortunately, we're unable to come to an agreement on lease terms that would make that Rahling location a fiscally responsible choice for the school. The Hardin location was brought to our attention on January 6th of this year. Over the next five weeks we vetted the property and actually finalized a Purchase Agreement which was executed on February 11th.

Now I'd like to go over kind of an overview of that Hardin Road location. So my understanding is that you have got a packet that has several of the photographs that we have submitted. What I'm going to be referring to is the second photograph with the heading "400 Hardin Road, Little Rock." So the first one is an extreme aerial view; the next one looks very similar to this. You can see it from where you're at, so I'm going to be referencing that from time-to-time. And this building right here, top of the page, is the 400 Hardin Road location. Okay. So, first and foremost, regarding the zoning for 400 Hardin, it is currently zoned by the City of Little

Rock as an 03 General Office District. One of the permitted uses for an 03 zone building in Little Rock is use as a public school, so zoning is not a problem for this particular location. Square footage, it is 22,650 square feet. It's about 100 square feet more than the Rahling Road location was. The occupancy -- based on the proposed use as a school, the approved occupancy is 765. That's according to the law, the fire code. Operationally, really to run the school we're looking at a student enrollment at that location of about 280 max. The annual rent for this location -- and this provides us with our primary benefit for this location -- the annual rent for the Hardin Road location is $251,000. That's compared to the Rahling location which was going to be $496,000. So when we're looking at the Hardin location it's an annual savings to the school of $245,000 a year, almost a quarter of a million dollars that could be invested to other services in the school instead of the actual facilities. Additional benefits for this location, it's located in the Little Rock School District instead of Pulaski County Special School District. There was some discussion in the past with this Panel and the State Board about the original application stating that it was in Little Rock but

actually just outside the boundary. Well, now it's actually in the Little Rock School District proper. It's located in closer proximity to potential feeder schools of the students we'll be serving. It's located in closer proximity to students from central Little Rock. It's about four-and-a-half miles closer east than it was before. So still, in the location we're going to service the individuals who actually invited us to come here, that community, as well as being closer to central Little Rock for students who might be interested in the school. And then, finally, owning the building itself -- by owning the building we have greater flexibility in the future relating to future expansion. Those are the general benefits with this location.

Now in your packet also there were two letters of opposition, both of them in general from the U.S. Geological Survey; one was from their director, the other one from their building owner and property manager. So what I wanted to do is go ahead and address the concerns that were listed in that letter of opposition. So if you look at that map, that aerial view, 400 Hardin is right here; 401 Hardin is right down here at the bottom. Looking to the right, that's north, the entrance to USGS is right here off

this cul-de-sac. Then we have two entrances to the proposed location for the school, one right here at the north end of the cul-de-sac and one on the south end. The first concern that was -- well, the concerns revolved around zoning, traffic flow, parking, and student loitering. Now all these concerns are understandable; they're not uncommon. One of the greatest challenges that a school faces, a charter school, is trying to find suitable facilities that are cost effective, centrally located, so-on and so-forth. So out of ResponsiveEd's 65-plus schools approximately 30 of them are in retail strip-mall, light industrial facilities, just like this. So we're very aware, very sensitive to the needs of this particular kind of location, and so I want to address some of the issues.

So, first of all, zoning. It wasn't stated explicitly in one of the letters but an inference in there is that somehow the use of this building as a public school would be contrary to its use as zoned. Well, as we discussed earlier, without changing anything as zoned at the moment it may be used as a public school.

The major concern and what I'll spend the most time on here in these 20 minutes is about traffic

flow. The concern is that during drop-off of students, pick-up of students this will become so congested in this particular area that there will be a line up and down Hardin Road, that that would block the entrance, the only entrance to USGS, and that would cause a problem. The traffic route that we have proposed is the same traffic route that we use at many of these locations and I want to describe that to you the best that I can with this paper. The proposed drop-off route and pick-up route for the parents is to come in the north -- off the north entrance to the cul-de-sac, around the north side of the building, back behind it on the west side, and have the drop-off in the back. Along this route, which is about 700 feet of use here, they'll be able to double-stack the cars in many of these locations. Students are dropped off here and then they form -- the parents form a single line to exit at the south entrance here. During the drop-off we have a staff member who's positioned at the northwest corner, about four to six staff members who are positioned here to escort the kids out of the cars and into the back of the building. Drop-off is probably the easiest thing to explain because the kids come around; all you have to do is exit them out of the

cars and into the school. It tends to go very smoothly. The question always comes up, "What about pick-up?" You have to actually match up the kids with the parents and that should take extra time. Well, what we've done at other locations, including Northwest Arkansas Classical Academy, is this individual up here, the staff member at the northwest corner has a walkie-talkie. Every parent is provided with a sign that we give them that shows their student's name information. They put that in the windshield. As they come around that corner in line, the person -- the staff member with the walkie-talkie radios into the building, says, "Johnny's parents are here. Get Johnny ready." They get Johnny and get his stuff, and so by the time they make their way up to the front of the line Johnny is there with his stuff, gets in the car, they go on their way. At Northwest Arkansas Classical Academy, 400 students are dropped off, picked up within 30 to 45 minutes. It goes very smoothly. The first week does not go very smoothly. Getting the parents on the same page, getting the staff -- it's not a good thing. But even with that, at Northwest Arkansas by day-three they were getting this done within an hour. So there's going to be a busy time in the morning, about 40

minutes, and busy time in the afternoon for about 40 minutes as well.

So as part of the normal permitting process there has to be a traffic study done. It's not the change of zoning; it's just part of the normal permitting process. So what we ended up doing, we got preliminary results back from our traffic study. We informed Mr. Bill Henry, he's the manager for the Little Rock Traffic Engineering Division, and told him that we're looking at Peters and Associates to conduct the study. Mr. Henry said that Peters and Associates was acceptable; they've worked with them many times before. So they gave us their preliminary results yesterday. They began analyzing traffic data during the peak AM and PM times and what they ended up doing is they used the actual traffic count from a local Little Rock charter school to try to determine traffic volume, instead of relying on their normal process. It's a -- I'm speaking out of ignorance here, but it's a computer program that they normally use to try to anticipate what traffic volume would be for a particular use. So as a result the numbers they came up with for traffic volume are higher by using the example from the local Little Rock charter school than they would've been if they'd done their

normal process. I would mention that because even using those higher figures they concluded, and I quote, that "the maximum vehicle cueing can be well accommodated within the proposed parking lot without overflowing onto Hardin Road during the AM and school PM peak hours." So, in fact, in addition to that what they actually found was that at any given time we're only utilizing one-third to one-half of our proposed cueing capability, let alone cueing up all the way back in here to overflow onto Hardin Road. So they don't see that as being an issue.

So the zoning is fine; the occupancy is fine; the traffic flow study anticipates that this is not going to be an issue that won't interfere with blocking their entrance. But let's say all that is wrong. Let's say that traffic flow is going to be an issue. As a last resort -- we've never had to do this before but we've offered it at other locations -- we would simply stagger start-times and end-times. We would figure out it would make sense and, for instance, we could say 6th grade starts at 7:50; 7th grade, 8:00; 8:10, so that we can insure that there's a constant flow. I'd have to defer to Counsel here for the ADE on whether we'd have to come back and actually ask for permission to be able to stagger

those times or whether that's something that we just have the discretion to do. But either way, we can do that. There's a difference and we understand the difference between what we can legally do and being a good neighbor, and we want to be a good neighbor. So that is the traffic flow, which I think, like I said, is probably the major issue.

Two others in closing -- parking was mentioned as a concern, that somehow by using this facility as a school there would be parking along Hardin, which is not permitted. There are signs there that says you cannot park along Hardin. And that USGS's parking lot would be used by parents or people attending the school, if there was a school event during the day. Well, school events are typically held after 5:00 so parents can be involved with that. The current facility has over 190 -- I'm sorry -- approximately 190 parking spots. We have plenty of parking at the facility to accommodate anyone that would be there for an event. And then student loitering was mentioned, that students just being students would somehow cause problems with the surrounding businesses. Students are supervised at all times. When they're released, they're released directly to their parents and into their cars and

they go on their way.

So, in conclusion, we think there's a lot of benefits to this particular location, we think not the least of which is the quarter-million in savings that can be invested in students' education and extra activities; location in the Little Rock School District; the closer proximity to feeder schools and central Little Rock; and then, the flexibility for future expansion. So for these reasons we seek permission to relocate from the Rahling location to the Hardin.

And now, for the remainder of my time Mr. Newton, if he wanted to speak about benefits of this location. Otherwise, I'm finished with that presentation, sir.

COMMISSIONER KIMBRELL: Mr. Newton, any comments? We've got about six -- a little over six-and-a-half minutes.

MR. NEWTON: Thank you very much. I might say anecdotally I was as surprised about the change in location as anybody, having been the one, through a windshield tour, that went out and found the original location. We made the case very strongly that the original location was a strong location. But then, once presented the facts of that previous location

and the decision to change, it made all kinds of sense on many, many fronts. I would also say, putting my Chamber of Commerce hat back on, that this is a significant capital investment in our community, not only from the facility standpoint, but coming in and purchasing a building and then refurbishing it into a school, but also the employment opportunities, and not to mention the benefits of educating initially 220 students in a wonderful location. So our partner, ResponsiveEd, and Mr. Baumann have done an excellent job, I would say. We reached out to the author of one of the letters last Friday and have not heard back. So as Mr. Baumann said, our intention for everyone is to be a good neighbor and to alleviate concerns and to collaboratively address concerns when we can. But we can't do that in a vacuum; we must be cooperate and work together. So with that, thank you very much.

COMMISSIONER KIMBRELL: Thank you, sir. Okay. So we will begin -- again, the opposition will have 20 minutes for -- not each, but for the entire group, so I don't know how y'all have arranged to do that. But we will begin. Please, if you remember, state your name for the record and we'll begin.

MR. HATHAWAY: Thank you. Members of the Panel,

my name is Jeff Hathaway. I'm with CBC Hathaway Group and we serve as property manager for the property at 401 Hardin. I'm going to speak for the first two minutes of the time allotted to the opposition to this charter's amendment. I'd first like to address Mr. Newton's mention that I was the one that was reached out to last Friday, when I listened to his voice-message to return his call. His call was offering to put me in touch with the people at ResponsiveEd. We immediately got in touch with the people at ResponsiveEd and had a lengthy discussion with them. So I believe that I responded.

MR. NEWTON: Okay, great. I didn't know.

MR. HATHAWAY: Secondly, I heard Mr. Newton -- I hope I'm correct that you are not saying that you're speaking for the Chamber of Commerce today here, are you?

MR. NEWTON: May I answer?

COMMISSIONER KIMBRELL: Sure.

MR. NEWTON: I made it very clear, Mr. Hathaway, that I'm putting on my Chamber of Commerce hat of old in talking about an economic development impact.

MR. HATHAWAY: Great. Because as a member of the Chamber of Commerce and a member of their executive committee I don't think that the Chamber is

endorsing this school location. We are not against charter schools per se. We are not against Responsive Education Solutions or the Quest school. What we're opposed to is the location of a middle school at the proposed location at 400 Hardin Road. In summary, this is a case of putting a school in this facility represents an unwise and improper use of the property as it's built. It's likely to be harmful to the general public, in our opinion, as well as to the neighboring businesses and property owners. This is really a matter of improper property use and a matter of traffic issues. There's been demonstration made about the drop-off and the pick-up. Mr. Baumann was showing you how the traffic flow would go around the rear of the school. I hope that you all have visited the site and seen the location behind the school where they're talking about the two car ride pickup and drop-off traffic lines to take place. I was out there yesterday afternoon looking at it closely; there's one point in this line-up -- and I have pictures that I would love to show you. Is it okay, permissible for me to just hand these out?

COMMISSIONER KIMBRELL: Yes, sir. Matter of fact, if you want to give them to Ms. Perry to save

your time and then she can hand them out for you.

MR. HATHAWAY: Thank you. This area behind the building is a service area for a multi-tenant office building. It has a loading dock that's in active use by one of the tenants. It has at least two, if not more, dumpsters in the location. There's one area where you can only get one car between the dumpster and the loading dock. There's electrical transformers, television antennas, HVAC equipment. It's a very unfriendly place for parents and students to be doing their pick-up and their drop-off. There is a major concentration of new vehicular traffic in an area. It's already very congested at two very critical times of the day, one of which is the morning rush hour when inbound commuter traffic is already way over capacity at this location. There was mention made about the zoning issue. No question that the property is zoned 03. There's no question that that zoning allows for a school to be built in it. I think to make that argument though it totally ignores the fact that this particular building was not designed to be a school. I think there's no doubt that if a school came to this location, picked up this piece of 03 land and went for its permits and approvals to design and building a school there that

they would be required to have a site plan that allowed for proper ingress/egress and stacking that did not impact the public streets and the neighboring businesses.

There's been mention made -- I can't keep track of the number of students that -- we've heard from Mr. Cogburn at ResponsiveEd that there would be 220 students; we heard something about 765 today; we've heard 490; we're seen 280 as the max that was mentioned today. I don't know how many students they're talking about having at this school. If you're going to -- I'd like you to ask yourselves, if you're going to use walkie-talkie's to make this work you have to wonder is this an appropriate facility for this use. I think it's great that the school by choosing and moving to this location is able to save themselves so much money, but they're saving that money on the backs of the neighboring businesses and property owners. I think that summarizes -- that completes my remarks and I will yield my time to Mr. Jim Saxton.

COMMISSIONER KIMBRELL: Okay. Mr. Saxton, welcome, sir.

MR. SAXTON: Thank you. I'm Jim Saxton with the Friday Law Firm and my client is Jess Woods, the

person that owns the property that's leased to GSA across the street. I have not seen the traffic study or a memorandum or whatever that Ernie Peters prepared. We don't know how many students he based his study upon, but we do know that in the application they can have up to 490 students. The figure of 280 was mentioned, and maybe that's where they're starting. But as an attorney you plan for the worst and if 490 is the max, then that's substantially more than probably what Ernie looked at. I don't know 'cause I haven't seen the study. But if you start just doing some simple arithmetic and you've got 490 students, if you've got two students per car you have 245 cars. If you've got three, you have 163 cars. There's no way you're going to be able to stack on their property that many cars without getting out onto Hardin Road itself, whether you double-stack or whatever. And I think the pictures that Mr. Hathaway showed, double-stacking behind the building, it looks to me like it's almost impossible with that loading deck back there. So, I mean, if you're talking about this number of cars and you figure it's 10-feet per car then it's going to be backed up out into the street. And depending on how big -- you know -- how many are

there at the same time, it's going to be backed up the whole length of Hardin. Hardin is -- the information we got from the city is that it was 900-feet long from the beginning of the intersection to the middle of the cul-de-sac. And if there are people out there -- the entryway for our property is approximately 50-feet wide; there are other curb cuts along Hardin that are going to make up another 50-feet, so you're down to 800 feet total along Hardin where cars -- and that's probably conservative at 10-feet per car because you've got to have some space between them and you can't jam them together and so-forth. So I think, you know, with just some simple arithmetic, if we get anywhere close to capacity there's going to be serious traffic issues out into Hardin and perhaps spilling out into the main thoroughfare there, particularly with this new flyover they're putting in that's going to end right at the front -- at the foot of Hardin. I just think you're creating a situation that's not only bad for my client but a situation that's not going to be good for students or a school. That's all I've got.

COMMISSIONER KIMBRELL: Thank you, Mr. Saxton. Next?

MR. FREIWALD: Good afternoon. My name is Dave

Freiwald. I'm the director of the U.S. Geological Survey Arkansas Water Science Center there at 401 Hardin Road, basically across the street from the proposed middle school. First off, I'm not against anything. I mean, I love schools, I love kids and -- but I just simply want to bring a few concerns that I have as the director of a staff of 50 people that lived in that building, worked in that building. In August, we'll have our 20-year anniversary there at 401 Hardin Road. Like I said, we have 50 people or so that work in that building. It's 19,000 square feet. We have an annual budget of about $7 million. What we do as a scientific agency is collect water data. We go out and measure streams; we collect water samples; we measure groundwater levels, a whole host of scientific data collection activities, which requires lots of equipment, vehicles, boats, and things like that. We have one 30-foot boat that we use on the Arkansas River and the Mississippi River, and that's on a trailer. We have several 20-foot to 25-foot boats on trailers that we use on a daily basis. These are towed with rather large vehicles, you know, two-and-a-half ton vehicles that are, you know, somewhere in the range of 25-feet in length themselves. So basically we've got a train of boats

and vehicles that are coming in and out of that property, our property there on Hardin Road, on a daily basis. Generally in the morning we leave to go collect our samples, do our work, and we come back, you know, generally, you know, you know, 3:00 or 4:00 timeframe. So one of my concerns is not only the potential increase in traffic but how will I affect what goes on with this new entity potentially coming into place. So there could be some -- just some conflicts related to how I affect everything going on and what's going to happen when they're bringing in all these students. It is a cul-de-sac; there is only one way in and out. Currently, that traffic light at Hardin Road and on the other side of the street -- so it's Financial Parkway, is the main thoroughfare, then turns into Chenal Parkway up the hill there -- but Financial Parkway -- I actually talked with the city engineer, traffic engineering division and they say there's about 35,000 vehicles that cross that intersection down there a day, which is one of the highest traveled sections of the whole city. Cantrell handles a few more traffics. But it is at the end where the freeway, 630 freeway, they're building that flyover, where they're going to be flying off the freeway and Hardin Road is that first

light there. They have done some work in that intersection of Hardin Road and Financial Parkway and one of the problems that I've seen and my staff have mentioned to me is that when you pull up to that stop light at Hardin, and you want to turn right to go west on Financial Parkway, you can only see up a car length or two because they built a big cement wall to the left down the hill towards town. So it's very difficult to see that direction.

So I understand traffic flow and, you know, there could be ways that we could not be affected by getting out of our driveway. But I'm having trouble with a one-exit street, a light there, and cars not backing up that are going to cause excessive delays for myself, my staff, my working vehicles, our visitors and such. But I'll just leave you with this: I've been working almost 20 years and it was about three years ago they put the light there. We had to -- we used to have to try to do the best we can to get out of Hardin Road but that light in there has helped. But I took a little survey the other day and I found that the traffic flows up and down Financial Parkway for about two minutes at a time and then we finally get the light at Hardin Road, which lasts 10 seconds. Yesterday, I just happened to be

-- as I was leaving work it kind of hit me that, you know, generally, there's only two or three cars in the intersection going off of Hardin Road at any one time. Yesterday, I happened to be the fifth car in a line of like six cars that were trying to turn left. The light turned green; four cars barely made it through that light; I had to stop and wait my two minutes till it changed again. And so my concern is trying to get folks off of Hardin Road onto a very major busy street. So, thank you.

COMMISSIONER KIMBRELL: Thank you, Mr. Freiwald. Others?

MR. HELLER: Dr. Kimbrell, can you tell us how much time is remaining?

COMMISSIONER KIMBRELL: Yes, sir. A little over -- about six minutes.

MR. HELLER: Okay.

MR. ROTH: Good afternoon. Thank you so much for this opportunity. My name is Seth and I'm the general manager at the Holiday Inn Little Rock West. And we share the concerns of the other businesses on Hardin and our biggest concern is that is our check-in time as far as when people are coming in at 3:00, 4:00 in the afternoon. They only have one entrance on Hardin to get into our hotel parking lot. And

then with the parents coming in the morning it's the same issue; that's when our guests check-out and definitely there will be issues. Although they won't be parking on Hardin, they definitely will be waiting on Hardin to get into there. So to get into the parking lot you're talking about our guests being inconvenienced because they can't get in and out at those affected times, and that's when I have to give money back. I'm not excited about a school coming on. I'm definitely for education but I think it's imperative that we look at the absolute most cars that we can get on this street. I can understand -- and a survey has -- that has to be performed, but if we're talking about continuing to increase this area with more students, with more cars, this is going to be a nightmare. So I would suggest even to the board here if you all do approve at least with staggered times so it will allow traffic to flow a little bit better; that way, all of the businesses can be pleased with that time. Thank you for the opportunity.

COMMISSIONER KIMBRELL: Thank you, Mr. Roth. Mr. Heller, we'll give you the rest of about four-and-a-half minutes.

MR. HELLER: Thank you, Dr. Kimbrell.

COMMISSIONER KIMBRELL: You're good; you can do it.

MR. HELLER: I think I only need one of those minutes. My name is Chris Heller. I'm a lawyer at the Friday firm and I represent the Little Rock School District. My concern is that this has been a flawed process from the beginning. When this charter was approved by the State Board of Education there was an undisclosed conflict of interest between one of the State Board members and one of the promoters of the school. Also at the time this charter was approved by the State Board of Education the people at ResponsiveEd had a real good idea that they weren't going to put a school on Rahling Road. And that's been -- there are -- I don't know if anybody pays attention to the Arkansas Times; I think these folks brought the documents that show during the week before the State Board meeting, on January 10, 2014, negotiations had pretty much, well, fallen apart for the Rahling Road site and ResponsiveEd was moving on to something else. But it was presented to the State Board as if the school were going to be located on the Rahling Road site. So I'm concerned about the way this process has moved forward. I'm concerned about a school in March scrambling around looking for

a place to open a school in August. And I think the best thing that could be done in this situation is to put this off for a year and let Quest and ResponsiveEd come back when they're prepared with a site, in an open discussion with no conflicts, to seek approval for a place where they really intend to put a school and they can do so without causing all the problems you heard about this afternoon. Thank you.

COMMISSIONER KIMBRELL: Thank you, Mr. Heller. Anyone else?

MS. REYNOLDS: Yeah. I wasn't sworn but my name is Vada Reynolds. I was on the list. I'd like to make one final comment.

COMMISSIONER KIMBRELL: Okay. Yes, I see your name -- but you weren't sworn in?

MS. REYNOLDS: No.

COMMISSIONER KIMBRELL: Well, please -- you've got one minute and 50 seconds.

MS. REYNOLDS: Okay.

COMMISSIONER KIMBRELL: Do you swear or affirm to tell the truth, the whole truth and nothing but the truth?

MS. REYNOLDS: Yes, I do.

COMMISSIONER KIMBRELL: Thank you.

MS. REYNOLDS: I'm Vada Reynolds and I'm the property manager for Mr. Woods for the property across the street. One thing that I heard the attorney for the charter school say is that they have these schools at centers like this all the time. Well, they do. I looked them up. But one of the questions I have is how many schools do you have in a cul-de-sac, and no one can answer that question. Well, yesterday, we went online and I checked 17 random schools, Quest schools. Not one of these schools was on a cul-de-sac. So this traffic is deadlocked. I mean, we have one entrance in and out and I think that needs to really be thought about in more than one situation. I'm a property manager, I think about the worst thing. What about an emergency situation? What about a fire? What about a fire truck trying to get in there and also trying to evacuate all those children? I mean, there is no green space. There's no place for them to go outside. And also, evacuating them, I mean, there's going to be a cross-guard because there's nowhere else to go. So there's a lot -- there's things like that to think about as well. But I think the cul-de-sac is a major issue mainly because the road is deadlocked. Thank you.

COMMISSIONER KIMBRELL: Thank you. And that does complete the time. And I believe now, Mr. Baumann, you will have five minutes for closing remarks.

MR. BAUMANN: I'll defer on that. I'll go ahead and just -- like I said, I'm assuming we'll get right into all the questions regarding what --

COMMISSIONER KIMBRELL: Yes, sir.

MR. BAUMANN: -- comments were made anyway.

COMMISSIONER KIMBRELL: We will move into questions, unless you have closing statements, and then the questions could be for you or they could be for any of the individuals who had spoken in opposition. So we'll start with Mr. Hernandez.

MR. HERNANDEZ: Just a question about -- what is the plan as far as students for things like PE or recess or things during lunch? Like where would those be -- how will that process go and where will they be kind of hanging out, I guess, or --

MR. BAUMANN: Right. So while we don't know the specifics right now, what we've done in other locations is part of the building, as they have it planned out right now, has a cafeteria that would also double as a PE type area. We might also transport the students to a local rec center for PE,

in which case we'd be providing transportation. They'll be getting on a single bus, busing over and busing back.

COMMISSIONER KIMBRELL: Where would you keep the bus?

MR. BAUMANN: On that, we don't know. We might end up actually leasing the bus. We wouldn't be owning the bus.

COMMISSIONER KIMBRELL: Okay.

MR. BAUMANN: So it would be for that purpose to transport.

COMMISSIONER KIMBRELL: All right. Dr. Witonski.

DR. WITONSKI: So in looking at -- I don't know if you've had an opportunity to look at the pictures that we were provided from some of your opposition or not. But on some of the backs of these, it's particularly the next-to-last page that was provided, is that a permanent structure that's there? The pictures are kind of pixilated, so I'm just making sure here.

MR. BAUMANN: So I haven't seen it but I'm assuming it's the loading dock at the northwest corner. Is that correct?

COMMISSIONER KIMBRELL: That's what I assume it

looks like. That's the -- that's facing --

DR. WITONSKI: And I guess he would probably be the more appropriate person to answer. If possible, sir, if you could come back to the mic?

MR. BAUMANN: That is a permanent structure. So in the initial presentation one of the things that I stated that along that line there is places where we can double-stack. Where that staff member is positioned at the northwest corner is where that loading dock is; the traffic must be one lane going through there. So the idea is simply this, to have that person there at this corner here, they're seeing who's coming in, they make sure people are going one at a time through that location, and then double-stack past it. So double-stacking past here -- the loading dock, you cannot double-stack. That's the part where it has to be one lane. Then you can double-stack all the way through, all the way back to here.

DR. WITONSKI: And I guess --

MR. BAUMANN: So that is accurate.

DR. WITONSKI: And I know that you -- Dr. Kimbrell talked about that you were an attorney so you didn't have to be sworn in.

MR. BAUMANN: Yes.

DR. WITONSKI: But being a former principal/superintendent, knowing how traffic can work on the other end -- that's right -- we'd better be sworn in, Dr. Kimbrell said, as principals -- that definitely is a concern. And so what about employees that would be out to help staff and look for those types of issues?

MR. BAUMANN: So I apologize, I'm having trouble tracking --

DR. WITONSKI: So on the -- just in terms of you have areas that are -- that centrally are going to be merged into one lane --

MR. BAUMANN: That's right.

DR. WITONSKI: -- and you have areas that are going to be double-laned. From my experience personally in dealing with traffic that has to flow from a double lane to a single lane, sometimes that's very difficult for parents to do without someone out there.

MR. BAUMANN: Someone actually is out there. So we have -- I apologize if I wasn't clear. Right here, on the northwest corner, where this structure is, is where we have a staff member positioned to simply stay there, see what the sign is, tell them to go, them to go, them to go; then they continue down

the line where they'll be four to six other staff members to get the students either out or in, depending on if it's drop-off or pickup. And just to be clear, what we're talking about here is approximately a busy time of 40 minutes in the morning and 40 minutes in the afternoon. One of the things that was mentioned is the concern about employees or other people exiting and you can only get in and out of USGS during these times. Over the last four days an average of .5 cars have exited USGS's parking lot during the morning proposed drop-off time, point-five. During the afternoon, an average of 1.25 cars exited their parking lot during the proposed pickup time. So while we don't want to be interfering with them at all, what we're saying is that there is a known busy time for drop-off and pickup and we don't anticipate there being a negative impact on the surrounding business. I'm trying to veer away from legal arguments regarding permitting, zoning and occupancy and to emphasize the part that we want to go through all these things and make sure that we're not just being legal but we're also not interfering with people as well.

DR. WITONSKI: Thank you.

MR. BAUMANN: Yes, ma'am.

COMMISSIONER KIMBRELL: Mr. Hoy.

MR. HOY: I've got a few but I'll start with a simple one.

MR. BAUMANN: Yes, sir.

MR. HOY: In the building that you're looking at leasing are there any other tenants?

MR. BAUMANN: There are. There are three tenants currently, right now. Give me two seconds here. Here's what we've got; you have that same piece of paper. Over here, let's say the last quarter to a third on the south side of the building we have got Arkansas Bank Department. Okay. Then on the far north side, right side-by-side -- this is about -- approximately 16,500 square feet, give or take. Give that a grain of salt there. Down here we have got Ouachita Business Associates with 5,000 square feet, and Schindler Elevator down here at 4,500 square feet. Anticipating another question, this Schindler Elevator, they have about seven years left on their lease. Ouachita Business Associates, their lease ends this August but they've already expressed interest to extend that by three years. And then, finally, Arkansas Bank Department has a lease that's going to extend further two years. So owning the building we've got opportunity for

potential expansion. We talked about the concern about the difference between the number for the fire code, the number for what we think is the top of our cap for the school, the operational capacity. Just to be very clear, so we're on the record there, at our current location, just like at Rahling, we think operationally we can function in this space with this model at about 280 students. The traffic analysis was done figuring for 220 students but even with the 220 they did not anticipate that we'd use more than a third or half of the available stacking space that we have at our disposal. Now what we do have in year-three plus on expansion still remains to be seen. We don't know what Arkansas Bank Department is going to do. If they choose to re-up their lease, we'll keep them as a tenant; if they'd rather do something else, then we have an additional 16,000 square feet at that point. But right now we're looking at about 280 that can function at that location, just like Rahling.

MR. HOY: Next?

COMMISSIONER KIMBRELL: Yes. You can have a follow-up.

MR. HOY: Since you are having a maximum enrollment of 490 is there a reason you did not do the traffic study on 490?

MR. BAUMANN: I do not know the answer to that. I don't know what -- on the permitting process, I don't know what they choose to do as far as the traffic study. I know if that's something that we determined or they determined on that. All I know for a fact is that it is -- it was done on 220. I'm assuming that's because they're assuming that's what our use is for day-one. But the only thing I have to say to alleviate any kind of concerns is the fact that given the 220 they still may have us using a third or half of the stacking space that's available to us. But we can ask them to up the number to whatever the Panel would like.

COMMISSIONER KIMBRELL: Ms. Coffman.

MS. COFFMAN: Several times you've mentioned the word "expansion."

MR. BAUMANN: Yes, ma'am.

MS. COFFMAN: Is your intention to expand within that building, not to expand to a further or a larger footprint of the building? Is that correct?

MR. BAUMANN: So, first and foremost, our cap for year-one is 220. We can expand to year-two to 280 within our current location here in the building. That's when decision-time has to come about. Year-three is where we don't know what's going on. We

don't know what's going to happen with the current tenants. Like I said, Arkansas Bank Department may or may not renew their lease. If they choose not to, then we would seek to expand our footprint within the building. If they re-up their lease, then we have to decide are we just going to keep the enrollment at 280 and no more or are we going to sell the building and try to find an alternate location? Well, we just don't know which one that would be.

MS. COFFMAN: On the maps that you provided and when I look on Google maps it appears that there's some type of light line or structure that goes behind the building over to Springwood Drive.

MR. BAUMANN: I'm looking at the same thing. Is it this?

MS. COFFMAN: Yes. What is that?

MR. BAUMANN: I don't -- I do not know what that is at all. What you have here when you come behind here, there's actually -- I'm just estimating, but I would say that this is a on a level -- oh, my -- 15-feet above the pavement. And then there's a privacy fence that goes all the way around this. So I do not remember seeing any kind of structure there. This is all -- has a privacy fence around it and it's elevated from the residential area.

MS. COFFMAN: So there's no possibility of a through street back there?

MR. BAUMANN: Not that I'm aware of at all. All I see is -- I say that for a couple of reasons, and I'm speaking a little bit out of ignorance. I'm saying that because it's so elevated as far as the ground level and I can't imagine there ever being a street that's brought down to it. There would be a lot of work to do to do that, and then there's that privacy fence.

COMMISSIONER KIMBRELL: Dr. Walters.

DR. WALTERS: Mr. Baumann, is there any way that we can get a copy of the traffic report? In our packet of information that we have we do have a letter from opposition --

MR. BAUMANN: Yes.

DR. WALTERS: -- but I would like to see that in writing, if you could get that.

MR. BAUMANN: Absolutely. So here's what you're going -- I got it through email last night around 5:30-ish and then I forwarded it this afternoon to both Ms. Perry and Mr. Lasiter. It's preliminary results, 13 pages, focusing really on the stacking issue and whether we're going to interfere with our neighbors on the entrance. As part of the normal

permitting process they're still going to be doing a full traffic analysis on this location. Preliminarily, they don't see that there's going to be any negative impact. So, once again, talking -- going back to the legal side of things, they're saying, "Yes, as far as zoning as you can do it; as far as occupancy you can do it." And now they're going through the permitting process which includes the traffic study. So you have access right now to what we have access to and that's the preliminary results regarding the stacking. And then whether we get a permit or not -- ultimately, the City of Little Rock is going to look at that traffic analysis and say yes or no. But that's up to them, of course. So as far as getting it to the panel members, I don't know the best way to do that.

MS. CLAY: We can either have copies printed and pass them out to you or if you all have access to your email right now we can do it by email. Does everyone have email access where they are?

DR. WALTERS: Yes.

MS. CLAY: Okay. And we'll get some copies printed for anybody in the room who needs a copy.

COMMISSIONER KIMBRELL: Well, why don't we do that and y'all send that to us and we'll take a

break. You can get some printed up and then that'll give you time to look at the report and then we'll come back. One real quick question, Dr. Witonski or Mr. Hernandez.

MR. HERNANDEZ: I notice -- and I pulled up Google Maps and the wonder of technology, and that Springwood Drive that Ms. Coffman referred to, there's a road that appears that's called Burnwood that almost runs to the property. And it looks like there's no -- I mean, I know there's some elevation issues there but has that been looked at as a possible -- seeing what it would be to put a pass -- I mean, essentially, it looks like the road is pretty close to being there.

MR. BAUMANN: Right. So the easy answer, quick answer is no, it has not yet been looked at. But just realize what we end up doing at that moment in time is then instead of having property owners here in opposition you have every neighbor and residential person who's affected by this in this area as well. Okay. Because once we open that up it becomes more aggressive in this whole area, I believe. So what we try to do is try to find a location where we don't have to change zoning; it's permissible use, that there is already traffic going back and forth. So we

try to stay within -- we prefer not to try to -- instead of going down a street that already has businesses on it now going through people's backyards, we prefer not to try to pursue that. But that's the short answer.

When you're looking at the report I'd like to have you focus on one part. Particularly in the opposition letters there is mention at various times about problems at another charter school in the area as far as traffic flow problems. I just want you to realize that for this particular analysis they didn't use their normal method of calculation. They took into account the actual numbers that they saw at the charter school that was mentioned and they used those. And even with those higher numbers they still said we would not be interfering with the local businesses as it relates to the stacking issue.

COMMISSIONER KIMBRELL: Dr. Witonski is going to have a quick follow-up, then we'll take a break.

MR. BAUMANN: Yes, sir.

DR. WITONSKI: Just a quick follow-up. So on this location, I just want to be completely clear, who owns this building?

MR. BAUMANN: It will be owned by Responsive Education Solutions, the sponsoring entity. And that

way, like I said, that's one of the benefits that gives us flexibility.

DR. WITONSKI: So it will be owned when?

MR. BAUMANN: It's contingent on what happens with this. If it gets past this point and the State Board approves it, then the agreement goes into effect and then it's owned by us. We've already signed an executed agreement on February 11th that's contingent on approval by the State Board.

DR. WITONSKI: Thank you.

DR. WALTERS: May I ask?

COMMISSIONER KIMBRELL: Yeah, go ahead.

DR. WALTERS: Is there a Plan B if this does not go through? Is there a Plan B? Do you have another location?

MR. BAUMANN: I do not see there being a Plan B. The Rahling location, while on the budget it was do-able, it was very -- it's very unlikely that we could support anything there because the price was just so high. So the short answer is no, there's no Plan B right now for this location for this fall.

DR. WALTERS: Thank you.

COMMISSIONER KIMBRELL: Okay. We're going to take a break. Has that been sent out, Kendra, do you know, yet?

MS. PERRY: I just sent it.

COMMISSIONER KIMBRELL: She just sent it, so you can read it and we'll reconvene at five-after-three, please, and you'll have a chance to take care of any business you need to and read their report.

(BREAK: 2:52-3:05 P.M.)

COMMISSIONER KIMBRELL: Okay. Panel, you've seen the traffic report that was sent to you and I'll assume, Ms. Clay, others in the audience have gotten a copy of it. Do you have any questions about this report that maybe Mr. Baumann can answer? I particularly do. I'm not sure in the diagram --

MR. BAUMANN: Yes.

COMMISSIONER KIMBRELL: -- I call it the "green diagram" -- where you've got those in-and-outs, what -- I'm not sure what that all represents?

MR. BAUMANN: So I did not either, to answer the question here. So here's what I understand it to be. This part right here -- this part right here is the actual building. This is the entrance to the cul-de-sac area. This is on the northwest corner. This is where that structure would be, then the double-stacking here. This is the drop-off and pick-up area. Then they'll come around the building and exit out the south onto Hardin. So, like I said,

according to their estimate on the AM peak hours they don't anticipate it as even reaching the -- or actually reaching the structure. They do indicate that. And then that's about half of our allotted, in here about a third of it.

COMMISSIONER KIMBRELL: Thank you. I just didn't know how it was laid-out. Thank you.

MR. BAUMANN: Yeah. Absolutely.

COMMISSIONER KIMBRELL: Other questions about this report? Okay. Did someone else have some information on the diagram that they wanted to speak on? I did not -- Mr. Hathaway, did you have something you wanted to say about the traffic report? I know you have some experience with this. We want to make sure everybody gets an opportunity to --

MR. HATHAWAY: I appreciate that. And actually I don't have any experience with traffic studies and don't make any claim to have any traffic expertise whatsoever. I've just been wanting to say procedurally I'm new to the Charter Authorizing Panel and don't know anything about this whole process here. But I'm glad that someone asked the question and at least got this information that was being referred to in the applicant's presentation so that you could see it. But you all are very -- obviously

much smarter and quicker studies than I am to be able to receive this a few minutes ago and make some kind of determination based on what we're seeing here. I would think it would -- I would hope that you would want to understand the complete traffic study because that's the critical issue and it's forming the bulk of our opposition, is how this traffic is going to work. And the commission's study -- I would think that the full study should be looked at before a decision was made. That's what I would really just hope as a public citizen that that would be done here.

The only other thing I wanted to comment about, it does refer to the study itself in the diagram you just referred to -- when they were talking about the tenants that are in the building -- and I was talking, of course, about the -- more what that back driveway is like. The one thing that I didn't mention in describing that is that if you go to the south end of that, coming along the back of the building, the State Bank Department has 10 to 12 cars parked behind their space that are perpendicular to the building. And those parking spaces that are actively being used would be rendered virtually unusable, in my opinion, if we had all this traffic

going behind them at these times of the day. And also just to be clear, the 190 plus or minus parking spaces -- I counted parking spaces. There's 151 not counting the spaces that are in the rear of the building, which is where we're talking about having all this traffic flow. So there's about 40 plus or minus spaces in their total that I'm not sure how you're going to use them if you're having all these cars pick up and drop off students.

COMMISSIONER KIMBRELL: Thank you, Mr. Hathaway. Okay. We'll return to the --

MR. HELLER: Can I make one point, Dr. Kimbrell, based on the traffic study?

COMMISSIONER KIMBRELL: Yes, sir. If we can remain on the traffic study, since that's what we're talking about.

MR. HELLER: Well, the traffic engineering study is a study that purports to show that a maximum of 220 students can move in and out of this site and this school is approved for 490 students. There's absolutely no evidence that Quest or ResponsiveEd can accommodate 490 students, ever, at this location. So I think what you should be considering is the charter that's being requested to be transferred to a new location. And there's no way -- no evidence at all

-- that that charter can be accommodated at this location.

COMMISSIONER KIMBRELL: Thank you, Mr. Heller. Okay. Panel, questions?

MR. SAXTON: May I make a quick comment?

COMMISSIONER KIMBRELL: Yes, sir. Do you have a comment on the study?

MR. SAXTON: Assuming these little white spots --

COMMISSIONER KIMBRELL: Sir, would you go to the microphone, please?

MR. SAXTON: Assuming on the copy that I've got these white spots are cars, they're showing 27 cars stacked behind the school. Two students per car gets you to 54 students. Even at the lower end there's five times that. So, you know, I would want to see the entire study because it looks a little suspect to me.

COMMISSIONER KIMBRELL: Thank you, sir.

MR. SAXTON: Thank you.

COMMISSIONER KIMBRELL: Other questions? Yes, Mr. Coffman -- Ms. Coffman.

MS. COFFMAN: Mr. Baumann, I do have extensive experience with car-rider duty. I did that for a year-and-a-half at Pocahontas, practically every day.

So I feel fairly confident that you can get cars onto your parking lot and through that process with the appropriate people out there directing traffic. I think that can probably happen smoothly. What I'm concerned about, and I'd like to have more conversation about, is actually the traffic flow on the actual street.

MR. BAUMANN: Yes, ma'am.

MS. COFFMAN: And do you have safety concerns about cars turning in and turning off of that street, exiting -- entering and exiting that street?

MR. BAUMANN: I'm not even qualified to give an opinion on that. So part of the permitting process that the City puts in place incorporates a traffic study and incorporates what we see here. It's not that we asked for something to be done, our commission anything to be done. If the traffic study does not end up -- if it's not appropriate for this location and the number of students that are supposed to be at this location, the City is not going to approve it. Regarding the safety issues that may be at an intersection, I not even begin to be qualified for that. That's part of what they're doing as part of the process, ma'am.

COMMISSIONER KIMBRELL: Okay. Let me make sure

I understand 'cause I'm really slow. So right now you don't own the building but contingent upon the continuing of this charter process you may own -- you would own the building?

MR. BAUMANN: Correct.

COMMISSIONER KIMBRELL: But that's also contingent upon the City Council approving the use of this facility for this purpose?

MR. BAUMANN: That's correct.

COMMISSIONER KIMBRELL: What would the timeline for that be?

MR. BAUMANN: I do not know offhand. We're supposed to get this report probably within the next week or two to the City and then they'll make the determination. I do know that Peters and Associates, they have a good working relationship with the City. So they know each other, so they'll be able to communicate on what the issues are and what their concerns are. So we'll be in contact both with the City on this as well as the engineer. We'll make sure the engineer that was chosen is acceptable to them.

COMMISSIONER KIMBRELL: So I guess my question is why would -- if we still have that contingency issue out there about whether the City will even

approve the use of this facility for this purpose, should we be moving forward here? Or do you think the City would see it in the other light if the State Board and the Charter Panel doesn't give you this change in your charter's location?

MR. BAUMANN: I don't -- I think they're mutually exclusive. I think what we're trying to do, given the timelines that we have, putting this on the agenda, gaining approval on the charter aspect of things, and then what we have to do with every facility as far as getting it approved for the actual use sometimes involves getting a special use permit. But in times like this it does not -- those are the full processes that are going on on this track. We have to make the agreement contingent on several things when we sign it. A lot of times it's a lease that we're signing; this time it happens to be a purchase agreement but we make it contingent on many things. It's got to be approved by the City for the use for which it's intended. It also has to be approved by our authorizer for use or we're not going to sign the agreement. So we've got two tracks going here. We don't think one is dependent on the other. If this does not get approved by the City, it's not an issue. You can simply -- an acceptable way of

reconciling it would be to approve this relocation pending approval from the City for the use of the charter school.

COMMISSIONER KIMBRELL: So it is then dependent upon the City's approval?

MR. BAUMANN: Yeah. Yes. Yes, it is. I would say --

COMMISSIONER KIMBRELL: I'm slow.

MR. BAUMANN: No, I'm working -- I'm thinking out-loud here.

COMMISSIONER KIMBRELL: Me too. Me too.

MR. BAUMANN: So it's just -- it would be a matter of -- I guess the proper -- I'm going to kind of look back here to Legal. I guess the proper motion at this point would be, that we'd be seeking anyway, is approval of the relocation from Rahling to Hardin pending the approval of the City. I think that would probably be what we'd be looking for.

COMMISSIONER KIMBRELL: Thank you, sir. Other questions? Okay. So you want to have a discussion then? Have y'all -- and there may be other questions that come up, so do you want to have some discussion, Mr. Hoy?

MR. HOY: I guess it's a question. Because at first I was hearing things like improper use of

buildings; I was hearing things about student loitering. And I got to thinking about e-STEM and I don't see that as an issue that we have debated much. What seems to be the debate is the traffic flow problem more so than anything else. So I'm wondering for the people that are in opposition, is that the major issue? Because do you see some substance in the other issues? Because, if so, we have not talked much about the other issues but we need to. I would like to at least make certain I'm clear that there either are or are not other real issues, substantial issues.

MR. HATHWAY: It seems like an excellent question and I can only speak for myself. I believe it's a traffic issue but I don't think that excludes it being a proper use of the facility issue. As far as the word "loitering" and stuff like that, I don't personally see any real issues with that, other than the fact that there doesn't appear to be any appropriate plans for outdoor occupation by the students. What I think -- I'm hearing some discussion about, "Well, maybe we just leave it up to the City as to whether or not they think the traffic is an issue and whether or not they approve it." And I would just caution you about that approach because

if you want to know how much of a safeguard that is you need to look no further than LISA Academy to see what the City thinks is appropriate. They've got traffic policemen out there yesterday afternoon stopping traffic, trying to let the students get in and out of the school so that the businesses can still function where they're paying their rent to occupy their offices. And so the City has not really done a very good job there; maybe they will here. But I hope that you want it to be a good school that operates in an appropriate facility.

MR. HOY: Okay. Then let me ask this follow-up because you are the one that used the "improper use" language. A number of charter schools start up in buildings that are not designed initially as schools. So what do you see as "improper use of facilities?"

MR. HATHAWAY: To me, it's simply a matter of if the need to -- if the implementation of a school use of a particular building and the site surrounding that building causes traffic issues that are detrimental to the free flow of traffic for the general public, and that causes harm or hindrance to the businesses and property owners nearby.

MR. HOY: Okay. So then to be clear, the improper use of facilities goes back to the traffic

issues again. So it's still that issue?

MR. HATHAWAY: I know I'm trying to answer your question the best I can. I've certainly not seen that there's a reason that a school -- in my opinion, that a school shouldn't be allowed to be in a building that wasn't designed and built as a school. But I think that in many cases trying to do that causes problems and I think this is one of those cases.

COMMISSIONER KIMBRELL: Do you have another question?

MR. HOY: Yes. It's not related.

COMMISSIONER KIMBRELL: Well, we're having questions and discussion as we go, so --

MR. HOY: Okay. Well, then in regards to the traffic flow issues, I'm somewhat familiar with that area because I'm over there quite a bit. And I don't know about the cul-de-sac area; I've not gone in there, have not had reason to. But I know when you get out on Financial Centre Parkway it's really difficult to see that as being a really, really good place for a lot of people to be at the same time. So I was wondering if I could get some insight in terms of that. And I also -- and I don't know if anybody would be able to address this question. I know that

they are working on construction there and I was wondering, any idea when that construction will be finished? Will it be finished in time for this to happen or to impact the traffic flow? Because traffic flow may change once that intersection is complete.

MS. REYNOLDS: I spoke to the Arkansas Highway Department and asked -- the gentleman earlier said the traffic count was 35,000. Actually, that's incorrect. The count where Shackleford and 630 meet right now is 35,000. When you move up the hill to Hardin Road it changes to 45,000, which obviously is tremendous. And also the ramps -- or not the ramps, the upper flyovers are going to end right there. So, plus, not only are you going to have the flyover traffic, you're going to have the other traffic on Financial Centre Parkway right there, not even -- it will not be within -- it will be less than a block where all this is coming through. So, and as far as completion, I don't -- the ramp is getting close but he did not have a date on that.

MR. HOY: So I'm assuming that the traffic flow study is probably -- well, it seemed to be around the building more so than -- it had nothing to do with Financial Centre Parkway. But I'm seeing that that

may be where the real issue is, especially when you start to hear from Holiday Inn. And it looks like, looking at the map, there's another hotel, like Days Inn or something like that, right across --

MR. BAUMANN: Extended Stay.

MR. HOY: Okay. So --

MR. BAUMANN: I think that's right.

MR. HOY: So it seems like the traffic patterns there may be just as much of an issue, especially since you're on a cul-de-sac.

MR. BAUMANN: Which also -- this is also part of the normal permitting process. The City is going through and is looking at all this. Not to be sarcastic in any way but everything we're talking about as far as the high traffic, the high volume, and where this is located and how congested it is, those are all things that are appealing to us in that this is centrally located; easy access from public transportation to be able to be centrally located within the people and the community we're serving. There's two things going on that -- and I'd like to make sure we're separating these two. We have one where we're saying is a school permitted to be here. There's no question that a public school can be here. None. It's already zoned for it. The fire code

already allows for it. The impact around this particular area and its tenants, the preliminary studies are going to be given to the City to make their permitting decisions on it. They've already said it's fine. So that's not the question. Everything we're talking about here, in my opinion, is how is this school that's legally permitted to be here going to be cognizant and sensitive to the needs of their neighbors. Now I'm saying over 15 years we've had experience doing this, 15 years, in currently 30 locations in areas just like this where we are in -- and people -- when we move into a strip mall the same concerns are there. Someone says, "How can you have a school by a Subway?" I don't know if we have a school by a Subway but, "How can you have a school by a Subway?" Well, here's how we do it, here's how we adapt, here's the parking spots that we're going to use, here's how we're going to do drop-off, and we're doing in collaboration with those people that we are going to be affecting. And we intend to do that now. Yes, sir.

MR. HOY: I believe someone also said they were curious about that and said they did a little research and said they -- that you have many, but they did not run across any where you actually put a

school in a cul-de-sac.

MR. BAUMANN: Yes.

MR. HOY: Do you have any that you put on a cul-de-sac?

MR. BAUMANN: Not that I'm aware of. But once again, when we're looking at the traffic flow and where it enters the north end of the cul-de-sac, around the building and going out the south entrance, still there is a flow of traffic going in and around that area. But we have unique challenges everywhere we go. Whenever we go into any place that has retail or light industrial, you have businesses functioning; you have people who have employees working there; you have people who are having consumers come to their area of business and leaving. So we have to adapt; we have to figure out how to take care of these situations, and this is no different. Like I said, worst case scenario on all this is everybody's fears become reality, in which case we say, "Let's stagger the start and stop times so we can eliminate that problem." But the point is we're willing to do that. It's not an issue. And if you want to require us to do it, that's fine as well. This is the process that we go through time and time again.

COMMISSIONER KIMBRELL: Mr. Baumann, there was a

question or something that was brought up that I want to get clarification on that I see in my notes.

MR. BAUMANN: Yes, sir.

COMMISSIONER KIMBRELL: The question -- in having run schools most of my life, how do you plan to have your evacuation drills and move kids away from a building in the required evacuation drills or in the case of a real event? Because, you know, when you look --

MR. BAUMANN: Right.

COMMISSIONER KIMBRELL: When you look at the site it's -- you know -- it's difficult to know. You know, when I run schools we typically do it in a typical type of school setting. You know, I've talked with e-STEM and they've talked about how they use streets and sidewalks and et cetera. How do you --

MR. BAUMANN: Right.

COMMISSIONER KIMBRELL: -- plan to make -- what would be the plan to evacuate the kids out of this building and get them away during these drills?

MR. BAUMANN: So I can tell you what we've done in other locations. That seems like it would be applicable here, as well. So I work in a light industrial building where our central admin. offices

take up the top two floors and we have a middle school, a Quest middle school, at the bottom. And then they work with us -- in this case, we'd be working with the other tenants to say, "Hey, we're going to be doing a fire drill at such-and-such a time. Is this convenient for you?" We'll do it however long -- often the law requires, once a month or whatever. And then what we end up doing is, we say, "Mrs. Jones' class and Mrs. Smith's class, you go to Zone A." So we map everything out to say, all right, this section of the parking lot is A, B -- sorry -- B, C, D, so-on and so-forth. So we have -- the teachers know what area -- what exit to take, where to take their students, where to hold them. They each have their walkie-talkie to communicate in lockdown situations. Then we coordinate with the other tenants in the actual facility to say, "When is a convenient time to do this?" And then we take it from there. Then we do a fire drill or an evacuation and they take them to the area. They hold them -- "Is it all clear?" "It's all clear." They file back in again.

COMMISSIONER KIMBRELL: So you're assuming then these common areas are going to be in the parking lot of this facility or are you looking at --

MR. BAUMANN: That would be my assumption. Yes, sir. My assumption would be it would be either in the parking lot area -- it would be a certain distance away from the actual facility so you would not be able to utilize any of the part in the back. So you'd have to get away a certain distance, and so we figure out what those are, what is the logical holding areas for the students, and then have them filed accordingly and coordinated with --

COMMISSIONER KIMBRELL: Is there more than one exit as currently I guess designed as a school on that -- I guess it would be the east side?

MR. BAUMANN: Yes. It would be the east side. There are more than one -- there's more than one exit and then we can put in additional exits as well. Honestly, thinking off the top of my head, I don't know how many exits we have currently planned in our diagram. I do know there's at least two, for sure, out the east side.

COMMISSIONER KIMBRELL: Okay. Other questions? I don't want to dominate the questions here but I want to make sure we understand that -- we know that your charter cap is 490. This facility as it is today is 280 max?

MR. BAUMANN: That's correct.

COMMISSIONER KIMBRELL: You're going to start the first year at 220 and then second year 280?

MR. BAUMANN: That's correct. Then year three --

COMMISSIONER KIMBRELL: Year three a decision would have to be made to possibly, if one of your tenants leaves, expand to that. So you're moving that number up within that facility -- I guess my question is: this traffic study you're doing, is that a max of 220?

MR. BAUMANN: Yes, sir. As I read it, the traffic study for this area is 220. And, once again, I know --

COMMISSIONER KIMBRELL: If you know that 280 is the second year, why would the study not look at at least 280?

MR. BAUMANN: I do not know. I can have them do the 280. I don't think that that would be an issue. I honestly do not know what the City requires. If they try to look and say, "What is the intended use as the doors open," I do not know. I don't know if they say we do this now and then if it happens to expand by X-percent we have to do another traffic study. I do not know.

COMMISSIONER KIMBRELL: Other questions,

comment?

MR. HERNANDEZ: I have a comment or discussion question, whatever you want to call it. But would it be possible -- looking at if we were to approve this change to having it come back for review if they were to try to go above 280, is there a way to do that? I don't know if that's a question for Ms. Clay?

COMMISSIONER KIMBRELL: Ms. Clay, I think that would probably be a question for you. Mr. Baumann, if you'll yield the podium to Ms. Clay.

MS. CLAY: Because the enrollment cap has already been set when the charter was originally approved, that would have to come back to the Panel as a modification of the charter at a later date. It's not something that could be done at this meeting today.

COMMISSIONER KIMBRELL: Okay. Other questions?

MS. COFFMAN: I have a question.

COMMISSIONER KIMBRELL: Ms. Coffman.

MS. COFFMAN: My question is for Mr. Freiwald. Does your office transport any hazardous materials on that street? And have you ever known of any type of accident or anything that may have blocked that street?

MR. FREIWALD: No. We don't transport any

hazardous materials. I mean, we collect water samples and stuff and ship them off to a lab, so we're not in that business. However, about two months ago there was an accident in the morning, seven-ish, seven-thirty, as my wife dropped me off at work that morning, and there was an accident right there at Hardin Road and Financial Centre Parkway. She -- I got into work; she got out and on to her work but right after that, they shut down Hardin Road for at least an hour, maybe an hour or two, where you could not get off of Hardin Road because of that accident that occurred. About two years ago, there was a gas leak down near the end of Hardin Road, near Financial Parkway. They shut the road down for a number of hours till they took care of that.

MS. COFFMAN: Thank you.

COMMISSIONER KIMBRELL: Dr. Walters?

DR. WALTERS: I have -- I guess it's discussion --

COMMISSIONER KIMBRELL: Yeah. Discussion.

DR. WALTERS: -- if that's okay. I guess I'm torn from what we're to look at. This Panel is new and this is the first time this has come up, and I feel a little bit like the City Council right now instead of an educator. And I understand that it

seems as though that the school can be there, and the points that have been made about, you know, it wasn't built for a school, we have all of our -- none of our charters were built for a school, so I don't think we can look at that. But I think there's two things that I guess are concerning me and that is the number with the 220 and also are we putting the cart before the horse to review this before we find out what the City does as far as the permit.

MR. HOY: Since we're just discussing, I agree with you on that second point. I also want to go back to Mr. Hernandez's point in terms of we've already given approval for a school of 400-something but we haven't done a traffic study on one less than that. We're getting ready to maybe approve them going to a building that won't allow that at this particular point. So we've given approval to something that since -- because the move no longer allows them to be able to be what it is we approved, at least not currently.

MR. HERNANDEZ: I also maybe want to point out that maybe in the future, as we continue on this panel, that this facility type thing may be looked at. And I don't know if there would be a way of adding possibly somebody with a Facilities background

to this to help with this panel. But, you know, I don't know that we really even looked at those kinds of things when we were discussing the charter the first time, as far as traffic studies and those kinds of things. And so I don't know if that's our obligation to get into those types of things and issues with permits. You know, I know we discussed with other charters about some of their facilities and where they were moving schools to, but we've really not gotten into the weeds per se with those discussions.

MR. HOY: Just an observation. I don't think we'll ever get into all of the weeds and that's why we have the public comment period and that's how this came this time. I don't know if we'll ever get into all the weeds unless you just hear from the people. So I don't know if we've changed the process at this point; I think it worked the way it's supposed to work and now it's up to us to make an interesting decision, I guess.

COMMISSIONER KIMBRELL: Well, I think, you know, again, traffic -- we've all -- when I look around the room, we've all been in the school business; we've all had issues with traffic. I haven't been in a school district ever that I didn't have traffic

issues. So, you know, just looking at some schools and asking some questions I've found that -- there's an elementary school that's right on a busy road in my hometown that has 300 kids in it, they double-stack and they had -- I mean, they're in and out. So I know that there are always problems any time you relocate a school and people are not used to how that works. And then people get used to how that works and things seem to run more smoothly. And then, you know, it's amazing to me to watch e-STEM operate down there. I forget how many -- Ms. Perry, how many kids are in e-STEM now in their two buildings? You don't know? You're the charter queen. I look at Mr. Heller, do you know? I'm sorry, Mr. Heller. I didn't mean to put you on the spot. I can put my staff on the spot. But it's over 1,000, isn't it?

MS. PERRY: Yes.

COMMISSIONER KIMBRELL: Yeah. I thought it was. So I just think it's pretty -- that's a commonplace issue when you have schools. I got phone calls from -- when they opened the new primary school in my old school district in Paragould and they opened it up out there on the one road, very similar to this. It just was a daily thing. But everything is -- the tenants figured out when's the best time to leave,

when's the best time to get there. I just know it's always a problem. Mr. Hernandez.

MR. HERNANDEZ: Yeah. I think, you know, because we had that experience of dealing with those things that I think it's also -- you know -- if it was our problem to have, then I think we would be able to come up with solutions to deal with those. And, you know, I do also want to point out that, you know, the group that's doing this, ResponsiveEd, that they do have experience in running schools of various sizes in different places and seem to have, you know, a way that they would have this thought process to work through these issues. You know, with that, the other kind of question I have is if we were to approve this, you know, pending what happens with the City Council, would that be the place that would catch all those questions and issues of whether this could legally be able to happen as far as having the school at that location? That would be kind of the question, if there's any other things that we're not thinking about as far as permits or whatever, expertise in that area.

COMMISSIONER KIMBRELL: Okay.

MR. HOY: I bet you're correct on that.

COMMISSIONER KIMBRELL: Ms. Coffman.

MS. COFFMAN: Just as a point of discussion, I think I would feel comfortable if I had a study that had the maximum number of students, not a number that's lower than what we expect to show up. So if that study said it was a safe traffic flow situation for the 400-plus students then I would say, "Well, you know, they're the experts in that field."

COMMISSIONER KIMBRELL: Mr. Baumann, do you anticipate -- would the facility as a whole be able to accommodate under fire code, et cetera 490?

MR. BAUMANN: The entire facility, we're using about half of it now, would be close to that, if not that. So right now, we're looking at 280, another 200 -- yes, if we're using the whole facility, but I don't anticipate that happening. Like I said, one of the tenants is there for seven years, the other one is not going to re-up for three, and we don't know what's going to happen with one in two years from now.

COMMISSIONER KIMBRELL: So are you telling me that really what you're looking at is a two- to three-year use and then if things are working you're going to --

MR. BAUMANN: That's correct. That's exactly the scenario we have with Rahling, as well. We're

talking about the same square footage here as we did at Rahling. This is getting into the weeds because we're talking about this issue and this issue alone, but whenever we're doing the initial charter application process you're making a decision based on one piece of paper. The one piece of paper says square footage and monthly rent. I mean, that's what it is. I have -- like I said, what I would like to say, trying to separate the educational discussion and the good neighbor discussion with the legal discussion, is to say, "Approve the relocation as long as the City approves the use of the public charter school." And after they go through the permitting process they do the traffic analysis; they know the use; they know what it's zoned for. They're going to stop us -- and we all know that this is also coming up again to be reviewed by the State Board of Education. So if those things are not in place then either it's kind of -- it'll be taken care of at that point as well.

MR. HOY: An observation then.

MR. BAUMANN: Yes, sir.

MR. HOY: Seeing as how even if we approve or if we don't approve the City may not approve -- and to me it seems like if that were my situation I'd be

working on a Plan B. I know you said you didn't have a Plan B. Are you working on one?

MR. BAUMANN: Yes. We're looking at -- I mean, we always are happy to look at other locations. But as far as whether you approve or don't approve, speaking candidly, the State Board puts stock in you as a body and your review process and it does change the dynamics dramatically at a State Board meeting if you've approved it as opposed to having disapproved it. So it's not a matter of it doesn't matter which way we go today and today doesn't matter whether we approve or disapprove. I think it really does matter. That's why I want to make sure I answer any and all questions you might have regarding this issue while we're here.

COMMISSIONER KIMBRELL: Ms. Coffman.

MS. COFFMAN: Let's say today we tabled this discussion. What does that do -- how does that then alter your timeline?

MR. BAUMANN: Tenant improvements, it alters it dramatically because we have -- we're putting a plan in place to take the existing facility and make it usable for our brand of a Quest Middle School and we need to be able to go on that. We're going to have to make a decision on whether to go forward or not,

whether we're going to spend money. So it does affect things, the timeline, dramatically. Because then what that ends up doing, if I'm not mistaken -- I'll defer to Ms. Perry -- is then we have to put this on the agenda to come before this panel again at a future date. Then, after that the State Board is going to decide whether to hear the issue -- and the State Board hears it. So we're still pushing things up, way out into the future. So it does affect the possibility of opening this fall.

COMMISSIONER KIMBRELL: Other questions, comments? Ms. Clay, I have a question please. If you would, just quickly tell us again -- we have this request for this amendment. We have a couple of options. Those options are?

MS. CLAY: Just one second. I grabbed the wrong paper.

COMMISSIONER KIMBRELL: I'm sorry.

MS. CLAY: I probably know them by heart but I'll look at my page just to be sure. You can take the matter under advisement until a future scheduled meeting or you may defer the vote to allow the public charter school to make modifications or receive technical assistance.

COMMISSIONER KIMBRELL: Thank you. Okay.

Panel, other discussion?

DR. WALTERS: Can I ask a question?

COMMISSIONER KIMBRELL: Sure. We can ask questions. I want you to feel comfortable.

DR. WALTERS: Mr. Baumann, if we approve this today, I know that Ms. Clay said that we cannot review the cap today. But would you go on record as saying that you would at the next Charter Panel that y'all would be asking for an amendment to change your enrollment cap?

MR. BAUMANN: Well, let me ask you this. Right now, the current facility -- can we do this? Can we say that the current sort of -- what is it we're talking about, the 22,650, that we say that we're committing on record that that's going to not exceed 280 students in student enrollment? So that way, if we're talking about doing something different with the facility then we have to come back and say, "All right. Now at this particular location we're expecting to go above 280, so at this location we want to exceed that number." So the cap still stays in place for the overall charter of 490; we can't expand the 490. But you're saying, hey, ResponsiveEd, 280 at this location. That's all we're talking about. That's what we'd prefer because we

already know that for our model at this location for this space, just like Rahling, we can't exceed 280 for enrollment. Something is going to have to happen. A tenant is going to have to choose to leave and we're going to have to choose expanding the current space or three years from now we're going to have to look for a different location. Or, keep the middle school here and ask for permission to have a high school site at another location. So something has to happen if we're asking for approval for something.

COMMISSIONER KIMBRELL: Ms. Clay, were you wanting to make a comment?

MS. CLAY: When I said earlier that a change in the enrollment cap would require a separate hearing and meeting, that is correct. However, as we've kind of talked about the whole time today, there are separate avenues of what the City allows and then what you as a board allow -- or you as a panel allow. If the capacity -- if the City says the capacity is X-number, then they're bound by that, regardless of what -- they can't come in and say, "Well, the Charter Panel and State Board said we could have 400 kids in there." So there is some limitation there. What I was saying is you as a group can't say, "You

can only have this number." Actually, what Mr. Baumann is proposing that's not something that you could do at this time. That would be an amendment of the charter and a change in the enrollment cap that would have to come at a separate date.

COMMISSIONER KIMBRELL: Yes, Mr. Hernandez.

MR. HERNANDEZ: I have an observation or comment. It seems to me that we do have the cap in place of 490 that we can't change at this meeting, but it also seems that there's some natural safeguards in insuring that that number stays at 280 if in fact the school -- if the location is able to have the school zoned for a school and has 280 that can be in that square footage space, you know, as far as what the full traffic study shows and all those things would be something that would be caught at the City Council. They wouldn't let that go forward if it wasn't allowed.

MR. BAUMANN: Once again, whenever the City is reviewing this they're reviewing it for its proposed use as a school. So they are reviewing it for that particular purpose. The fire code numbers are for use as a school. So it is -- this takes place with every single property; it's just coming to light here because we're asking for a change in location

specifically and pulling that out amongst everything. But nothing has changed in the process. This is what happens every time.

COMMISSIONER KIMBRELL: Other questions? If not, I'll entertain a motion.

MR. HOY: Just a comment first, then I'll make a motion. Given the fact that we've discussed all the other issues surrounding this thing, it seems like it has come down to transportation. And given the comments by Commissioner Kimbrell that says that every school has the issues with transportation at this point I make a motion to approve.

MR. HERNANDEZ: Second.

COMMISSIONER KIMBRELL: Mr. Hoy has the motion to approve and second by Mr. Hernandez. Any further discussion among the Panel? Yes.

MR. HOY: Just as a discussion piece, I'd like to make certain that -- I know you said many times that you look at staggering the schedule. I think because of the impact of the businesses there, the concerns they had, in the decision that you've made to be a good neighbor that you really give that strong consideration.

MR. BAUMANN: May I interject here? I'm going to look at Legal. Is it -- are we required to ask

for an amendment or do we have discretion to stagger start and stop times without seeking an amendment to the charter?

COMMISSIONER KIMBRELL: I don't think -- we don't dictate start and end times.

MR. BAUMANN: We just provided as part of the calendar --

COMMISSIONER KIMBRELL: Yeah.

MR. BAUMANN: -- in the application, so I didn't know if we --

COMMISSIONER KIMBRELL: Yeah. It's not part of the charter unless --

MS. CLAY: There's a proposed daily schedule in the application. I believe in the past we've asked for a sample and I don't believe we've gotten down to actual start times, unless there's a change in the instructional time.

COMMISSIONER KIMBRELL: That's what I thought. Such as what we did with KIPP Delta the other day when they took their instructional day from, what, seven-and-a-half or something down to seven. So I don't think there's a matter of when you start and when you stop or stagger.

MR. BAUMANN: Okay. I just wanted to make sure.

MS. COFFMAN: Can I ask one more question? Do

you expect that the full study, traffic flow study will be available when the State Board meets to consider this item?

MR. BAUMANN: When do they meet? When's the next meeting?

MS. COFFMAN: April 10th.

MR. BAUMANN: I'm speaking out of ignorance, so what I would be saying -- yeah, I expect it, but I don't know. I'm assuming that it is, if it's three weeks away or so. I would expect it would be available. Yes, ma'am.

MS. COFFMAN: Yes, ma'am.

COMMISSIONER KIMBRELL: So, other discussion, questions by the group? Okay. So the motion is to approve the amendment with the address change for Quest Middle School of West Little Rock. All those in favor say "aye." Oh. Yeah, it's not a denial so we don't have to do a voice vote. Right? No voice vote required, right, Ms. Clay, unless we have -- no roll-call unless we have a --

MS. CLAY: If you're going to -- well, no. On this motion, since it's an approval -- if you're going to deny their request, then I would ask that you do a roll-call with the reasons because we have to let the applicant or the charter school know those

reasons for denial.

COMMISSIONER KIMBRELL: Very good. Thank you. I appreciate that. I want to make sure we're doing what we're supposed to. So we again have a motion to approve. And all those in favor say "aye."

(UNANIMOUS CHORUS OF AYES)

COMMISSIONER KIMBRELL: All those opposed like sign. Okay. Motion passes and the amendment is approved.

MR. BAUMANN: Thank you very much.

COMMISSIONER KIMBRELL: Thank y'all. Thank you for all your patience and for everyone's input. Ms. Perry, is there anything else? I know there's nothing else -- is there anything to report?

MS. PERRY: No, sir.

COMMISSIONER KIMBRELL: Very good. Anything --

MR. HATHAWAY: Can I ask a question?

DR. WITONSKI: Make a motion to adjourn.

COMMISSIONER KIMBRELL: We've got a motion to adjourn.

DR. WALTERS: Second.

COMMISSIONER KIMBRELL: Second. So we're adjourned.

(The meeting was adjourned at 3:50 p.m.)

ARKANSAS DEPARTMENT OF EDUCATION

~~2013~~ 2014 Application
Open-Enrollment Public Charter School

Deadline for Receipt of Submission: ~~Tuesday~~ Monday, ~~September 3~~ July 14, 2014, 4:00 p.m.

Applications will not be accepted after this time.

DRAFT

Name of Proposed Charter School:

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

Arkansas Department of Education
Charter School Office Four Capitol Mall Little Rock, AR 72201
501.683.5313

ARKANSAS DEPARTMENT OF EDUCATION ~~2013~~ 2014 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School:_____

Grade Level(s) for the School:_____Student Enrollment Cap: _____

Name of Sponsoring Entity:_____

The applicant is an "eligible entity" under the following category (check one):

☐ a public institution of higher education;

☐ a private nonsectarian institution of higher education;

☐ a governmental entity; or

☐ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: _____

Address:_____City:_____

ZIP:_____Daytime Phone Number: (__)___FAX: (_____) _____

Email: _____

Charter Site
Address:_____City: _____

ZIP:_____Date of Proposed Opening: _____

Chief Operating Officer
of Proposed Charter (if known):_____Title: _____

Address:_____City:_____

ZIP:_____Daytime Phone Number: (_____) _____

The proposed charter will be located in the_____School District.

DRAFT

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

_____(Total District Enrollment)

List the school districts from which the charter school expects to draw students.

_____ _____ _____

_____ _____ _____

_____ _____ _____

DRAFT

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response: Applicant response is limited to area provided on this page.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Applicant response is limited to area provided on this page.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response: Applicant response is limited to 7,000 characters/spaces. The text box will expand once you have clicked out of it.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.

B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.

C. The last publication date of the notice was no less than seven days prior to the public

D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

~~**Applicant Response:**~~ ~~Applicant response is limited to 7,000 characters/spaces. The text box will expand once you have clicked out of it.~~

DRAFT

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:

   A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

   B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.

   C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response: Applicant response is limited to 22,000 characters/spaces. The text box will expand once you have clicked out of it.

3. Give the mission statement for the proposed charter school.

Applicant Response: Response generated from Section B.

4. Describe the educational need for the school by responding to the following prompts. ~~Include the innovations that will distinguish the charter from other schools.~~

~~Applicant Response:~~ ~~Applicant response is limited to 18,000 characters/spaces. The text box will expand once you have clicked out of it.~~

DRAFT

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED

District Name

District Status

	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	GRADUATION RATE 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION

District Name

Campus Name

Grade Levels

Campus Status

	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)		
Targeted Achievement Gap Group		
African American		
Hispanic		
White/Caucasian		
Economically Disadvantaged		
English Language Learners/ Limited English Proficient		
Students with Disabilities		

DRAFT

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION

District Name

Campus Name

Grade Levels

Campus Status

	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)		
Targeted Achievement Gap Group		
African American		
Hispanic		
White/Caucasian		
Economically Disadvantaged		
English Language Learners/ Limited English Proficient		
Students with Disabilities		

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION

District Name

Campus Name

Grade Levels

Campus Status

	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	GRADUATION RATE 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

DRAFT

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces. The text box will expand once you have clicked out of it.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces. The text box will expand once you have clicked out of it.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

5. 5. ~~6. Describe the educational program to be offered by the charter school.~~

~~Applicant Response:~~

~~Applicant response is limited to 18,000 characters/spaces.~~

~~The text box will expand once you have clicked out of it.~~

On the following table, ~~List~~ list the specific measurable goals in reading, reading comprehension, and mathematics~~, and mathematic reasoning~~ based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

DRAFT

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed

DRAFT

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response: Applicant response is limited to 18,000 characters/spaces.

The text box will expand once you have clicked out of it.

6. 6. ~~5.~~ Describe the educational program to be offered by the charter school.

Applicant Response: Applicant response is limited to 18,000 characters/spaces.

The text box will expand once you have clicked out of it.

7. Describe the process that will be used to ~~develop and align the~~ ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and ~~the curriculum requirements of~~ the Common Core State Standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response: Applicant response is limited to area provided on this page.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

B) Health services;

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

C) Media center;

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

D) Special education;

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

E) Transportation;

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

F) Alternative education, including Alternative Learning Environments;

DRAFT

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

G) English Language Learner (ELL) instruction;

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

H) Gifted and Talented Program.

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response: Applicant response is limited to area provided on this page.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.)*

Applicant Response: Applicant response is limited to area provided on this page.

11. Describe the enrollment criteria and ~~student admission,~~ recruitment ~~and selection~~ processes ~~for~~, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response: Applicant response is limited to area provided on this page.

Check which of the following enrollment preferences, as ~~permissable~~ permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

Children of founding members of the charter school
Siblings of enrolled students
No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

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Yes
No

Describe procedures for conducting the lottery process, including the timeline for enrolling, the date of the lottery and the way in which students will be placed on waiting lists. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response: Applicant response is limited to area provided on this page.

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response: Applicant response is limited to 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

12. 12. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response: Applicant response is limited to area provided on this page.

13. ~~12.~~ 13. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response: Applicant response is limited to 10,000 characters/spaces.

The text box will expand once you have clicked out of it.

14. ~~13.~~ 14. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response: Applicant response is limited to ~~the area provide on this page~~ 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

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Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

15. ~~14.~~ 15. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Appli

The text box will expand once you have clicked out of it.

16. ~~15.~~ 16. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

Yes

DRAFT

No

17. ~~16.~~ 17. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response: Applicant response is limited to 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
(2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
(3) The eligible entity sponsoring the open-enrollment public charter school, or
(4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response: Applicant response is limited to 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes
No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response: Applicant response is limited to 8,500 characters/spaces.

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The text box will expand once you have clicked out of it.

18. ~~17.~~ 18. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

(A) Any other individual specifically identified by name in Section A of the application;

(B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or

(C) The owner(s) of the facilities to be used.

For the purpose of this ~~standard~~ prompt, an individual has a financial relationship with another individual or entity if he or she:

(1) Receives compensation or benefits directly or indirectly from the entity or individual;

(2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or

(3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response: Applicant response is limited to 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response: Applicant response is limited to 11,000 characters/spaces.

The text box will expand once you have clicked out of it.

19. ~~18.~~ 19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response: Applicant response is limited to area provided on this page.

DRAFT

20. ~~19.~~ 20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response: Applicant response is limited to area provided on this page.

21. ~~20.~~ 21. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable**. Provide a brief description of the rationale for each waiver requested that explains the way in which each waiver assists in implementing the educational program of the charter and fulfilling the charter's mission.**

Applicant Response: Applicant response is limited to 22,000 characters/spaces.

The text box will expand once you have clicked out of it.

22. ~~21.~~ 22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response: Applicant response is limited to area provided on this page.

23. ~~22.~~ 23. ~~Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each.~~ Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school ~~when others are in leadership roles~~ in perpetuity.

Applicant Response: Applicant response is limited to 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

DRAFT

Emergency Clause

Whereas, Ark. Code Ann. § 6-23-301 requires the authorizer to adopt an application form to be used for open-enrollment public charter schools.

Whereas, it is necessary to receive and review open-enrollment charter applications with sufficient time for awarded charters to plan and open for the 2015-2016 school year.

THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that imminent peril to the welfare of Arkansas public school districts, public charter schools, and public school students will result without the immediate promulgation of these rules.

DRAFT

2015-2016
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:

Line#	List Positions	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
1					
2					
3					
4					
5					
6					
7	**Subtotal:**				
8	Fringe Benefits (rate used _____)				
9	**Total Administration:**				

Regular Classroom Instruction:

		2015-2016 No. FTEs		2016-2017 No. FTEs	
10	Teachers				
11	Aides				
12	**Subtotal:**				
13	Teacher Fringe Benefits (rate used _____)				
14	Aide Fringe Benefits (rate used _____)				
15	**Total Regular Classroom Instruction:**				

Special Education:

		2015-2016 No. FTEs		2016-2017 No. FTEs	
16	Teachers				
17	Aides				
18	**Subtotal:**				
19	Teacher Fringe Benefits (rate used _____)				
20	Aide Fringe Benefits (rate used _____)				
21	**Total Special Education:**				

Gifted and Talented Program:

		2015-2016 No. FTEs		2016-2017 No. FTEs	
22	Teachers				
23	Aides				
24	**Subtotal:**				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	**Total Gifted and Talented Program:**				

Alternative Education Program/ Alternative Learning Environments:

		2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
28	Teachers				
29	Aides				
30	**Subtotal:**				
31	Teacher Fringe Benefits (rate used _____)				
32	Aide Fringe Benefits (rate used _____)				
33	**Total Alternative Education Program/ Alternative Learning Environments:**				

English Language Learner Program:

	List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
34					
35					
36					
37					
38					
39	**Subtotal:**				
40	Fringe Benefits (rate used _____)				
41	**Total English Language Learner Program:**				

Guidance Services:

	List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
42					
43					
44					
45					
46					
47	**Subtotal:**				
48	Fringe Benefits (rate used _____)				
49	**Total Guidance Services:**				

Health Services:

	List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
50					
51					
52					
53					
54					
55	**Subtotal:**				
56	Fringe Benefits (rate used _____)				
57	**Total Health Services:**				

Media Services:

	List Positions	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
58					
59					
60					
61					
62					
63	**Subtotal:**				
64	Fringe Benefits (rate used _____)				
65	**Total Media Services:**				

Fiscal Services:

	List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
66					
67					
68					
69					
70					
71	**Subtotal:**				
72	Fringe Benefits (rate used _____)				
73	**Total Fiscal Services:**				

Maintenance and Operation:

	List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
74					
75					
76					
77					
78					
79	**Subtotal:**				
80	Fringe Benefits (rate used _____)				
81	**Total Maintenance and Operation:**				

Pupil Transportation:

	List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
82					
83					
84					
85					
86					
87	**Subtotal:**				
88	Fringe Benefits (rate used _____)				
89	**Total Pupil Transportation:**				

	Food Services: List Positions	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
90					
91					
92					
93					
94					
95	**Subtotal:**				
96	Fringe Benefits (rate used _____)				
97	**Total Food Services:**				

	Data Processing: List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
98					
99					
100					
101					
102					
103	**Subtotal:**				
104	Fringe Benefits (rate used _____)				
105	**Total Data Processing:**				

	Substitute Personnel:	2015-2016 No. FTEs		2016-2017 No. FTEs	
106	Number of **Certified** Substitutes _____				
107	Number of **Classified** Substitutes _____				
108	**Subtotal:**				
109	Certified Fringe Benefits (rate used _____)				
110	Classified Fringe Benefits (rate used _____)				
111	**Total Substitute Personnel:**				

112	**TOTAL EXPENDITURES FOR SALARIES:**				

Public Charter School Application
Estimated Budget Template

REVENUES

State Public Charter School Aid:

Line#		2015-2016 Amount:	2016-2017 Amount:
	2015-2016		
1	No. of Students ____ x $6,521.00 State Foundation Funding	$0.00	
2	No. of Students ____ x $26.67 Professional Development	$0.00	
3	No. of Students ____ x ____ eligible rate* NSL Funding		
4	No. of Students ____ x ____ Other: *Explain Below*		
5			
	2016-2017		
6	No. of Students ____ x $6,521.00 State Foundation Funding		$0.00
7	No. of Students ____ x $26.67 Professional Development		$0.00
8	No. of Students ____ x ____ eligible rate* NSL Funding		
9	No. of Students ____ x ____ Other: *Explain Below*		
10			
11	**Total State Charter School Aid:**	$0.00	$0.00

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other *(Specifically Describe)*		
15			
16	**Total Other Sources of Revenues:**		
17	**TOTAL REVENUES:**	$0.00	$0.00

EXPENDITURES

Administration:

		2015-2016 Amount:	2016-2017 Amount:
18	Salaries and Benefits		
	Purchased Services - List Vendors Below		
19	V - AD 1		
20	V - AD 2		
21	V - AD 3		
22	V - AD 4		
23	V - AD 5		
24	Supplies and Materials		
25	Equipment		
	Other (List Below)		
26			
27			
28			
29			
30			
31	**Total Administration:**		

			2015-2016 Amount:	2016-2017 Amount:
	Regular Classroom Instruction:			
32		Salaries and Benefits		
		Purchased Services - List Vendors Below		
33	V - CI 1			
34	V - CI 2			
35	V - CI 3			
36	V - CI 4			
37	V - CI 5			
38		Supplies and Materials		
39		Equipment		
		Other (List Below)		
40				
41				
42				
43				
44				
45		**Total Regular Classroom Instruction:**		
	Special Education:			
46		Salaries and Benefits		
		Purchased Services - List Vendors Below		
47	V - SE1			
48	V - SE 2			
49	V - SE 3			
50	V - SE 4			
51	V - SE 5			
52		Supplies and Materials		
53		Equipment		
		Other (List Below)		
54				
55				
56				
57				
58				
59		**Total Special Education:**		
	Gifted and Talented Program:			
60		Salaries and Benefits		
		Purchased Services - List Vendors Below		
61	V - GT1			
62	V - GT2			
63	V - GT3			
64	V - GT4			
65	V - GT5			
66		Supplies and Materials		
67		Equipment		
		Other (List Below)		
68				
69				
70				
71				
72				
73		**Total Gifted and Talented Program:**		

		2015-2016 Amount:	2016-2017 Amount:
	Alternative Education Program/ Alternative Learning Environments:		
74	Salaries and Benefits		
	Purchased Services - List Vendors Below		
75	V - ALE1		
76	V - ALE2		
77	V - ALE3		
78	V - ALE4		
79	V - ALE5		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82			
83			
84			
85			
86			
87	**Total Alternative Education Program/ Alternative Learning Environments:**		
	English Language Learner Program:		
88	Salaries and Benefits		
	Purchased Services - List Vendors Below		
89	V - ELL1		
90	V - ELL2		
91	V - ELL3		
92	V - ELL4		
93	V - ELL5		
94	Supplies and Materials		
95	Equipment		
	Other (List Below)		
96			
97			
98			
99			
100			
101	**Total English Language Learner Program:**		
	Guidance Services:		
102	Salaries and Benefits		
	Purchased Services - List Vendors Below		
103	V - GS1		
104	V - GS2		
105	V - GS3		
106	V - GS4		
107	V - GS5		
108	Supplies and Materials		
109	Equipment		
	Other (List Below)		
110			
111			
112			
113			
114			
115	**Total Guidance Services:**		

		2015-2016 Amount:	2016-2017 Amount:
	Health Services:		
116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	**Total Health Services:**		
	Media Services:		
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	**Total Media Services:**		
	Fiscal Services:		
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1		
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	**Total Fiscal Services:**		

			2015-2016 Amount:	2016-2017 Amount:
	Maintenance and Operation:			
158		Salaries and Benefits		
		Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1			
160	V - MO2			
161	V - MO3			
162	V - MO4			
163	V - MO5			
164		Supplies and Materials		
165		Equipment		
		Other (List Below)		
166				
167				
168				
169				
170				
171		**Total Maintenance and Operation:**		
	Pupil Transportation:			
172		Salaries and Benefits		
		Purchased Services - List Vendors Below		
173	V - PT1			
174	V - PT2			
175	V - PT3			
176	V - PT4			
177	V - PT5			
178		Supplies and Materials		
179		Equipment		
		Other (List Below)		
180				
181				
182				
183				
184				
185		**Total Pupil Transportation:**		
	Food Services:			
186		Salaries and Benefits		
		Purchased Services - List Vendors Below		
187	V - FD1			
188	V - FD2			
189	V - FD3			
190	V - FD4			
191	V - FD5			
192		Supplies and Materials		
193		Equipment		
		Other (List Below)		
194				
195				
196				
197				
198				
199		**Total Food Services:**		

			2015-2016 Amount:	2016-2017 Amount:
	Data Processing:			
200		Salaries and Benefits		
		Purchased Services - List Vendors Below		
201	V - DP1			
202	V - DP2			
203	V - DP3			
204	V - DP4			
205	V - DP5			
206		Supplies and Materials		
207		Equipment		
		Other (List Below)		
208				
209				
210				
211				
212				
213		**Total Data Processing:**		
	Substitute Personnel:			
214		Salaries and Benefits		
		Purchased Services - List Vendors Below		
215	V - SB1			
216	V - SB2			
217	V - SB3			
218	V - SB4			
219	V - SB5			
220		**Total Substitute Personnel:**		
	Facilities:			
221		Lease/Purchase Contract for One Full Year		
		Facility Upgrades - List Upgrades Below		
222				
223				
224				
225				
226				
227				
228				
229		Property Insurance for One Full Year		
230		Content Insurance for One Full Year		
231		**Total Facilities:**		

Debt Expenditures:

	List Debts Below	2015-2016 Amount:	2016-2017 Amount:
232			
233			
234			
	Total Debts:		

Other Expenditures:

	List Other Expenditures Below		
235			
236			
237			
238			
239			
240			
241	**TOTAL EXPENDITURES:**		
242	**Net Revenue over Expenditures:**	$0.00	$0.00

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): _____

Lessee(Tenant): _____

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Address of Premises:

Square Footage: _____

Terms of Lease: _____

Rental Amount: _____

Contingency: The terms of this agreement are contingent upon

_____
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 20___

Statutory Language Concerning No Indebtedness:
No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: _____

By: _____ Date _____

Lessor: _____

By: _____ Date _____

Name of Individual with Prior Charter Experience

Position with Proposed Charter

Name of Other Charter	Position at Other Charter	Status of Other Charter Operating Voluntarily Closed Involuntarily Closed	Address of Other Charter	Web Address for State Assessment Results of Other Charter

ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply for an **Open-Enrollment** Public Charter School

Applicants for open-enrollment public charter schools are required to send a one-page "**Letter of Intent to Apply for an Open-Enrollment Public Charter School**" to the Arkansas Department of Education.

Submit the signed letter of intent, via email, to the Arkansas Department of Education at the following email address no later than 4:00 p.m. **on Thursday, May 29, 2014,** in order for the application to be considered by the authorizer during the 2014 application cycle:

ade.charterschools@arkansas.gov

Required format to be followed for the letter of intent:

1. The letter of intent is to be a one-page document;
2. Include the full legal name of the eligible entity which intends to apply for a charter. If the sponsoring entity is a non-profit organization, specify the name exactly as submitted on the Internal Revenue Service (IRS) application for non-profit status through 501(c)(3) of the Internal Revenue Code, and state whether the entity has already received 501(c)(3) status or has applied for 501(c)(3) status.
3. Include a contact person's name, full address, daytime telephone number, and email address;
4. Give a description of the eligible entity that is sponsoring the application;
5. Give the name of the proposed open-enrollment public charter school;
6. Describe the location of the proposed open-enrollment public charter school and state the school district in which the charter school would be located;
7. Identify the grade levels of students intended to be served by the open-enrollment public charter school;
8. Identify the number of students intended to be served by the open-enrollment public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The designated contact person must sign the letter of intent to apply.

A copy of the letter of intent must be sent, via the same email transmission that the letter is sent to the Arkansas Department of Education, to the superintendent of the public school district where the proposed public charter school will be located.

2014 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.

2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.

3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.

5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

   However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.

7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.

9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.

10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

    (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

    (c) High school graduation requirements as established by the State Board of Education;

    (d) Special education programs as provided by this title;

    (e) Public school accountability under this title;

    (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

    (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

14. Should the open-enrollment public charter school voluntarily or involuntary close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

_____ _____

Signature of President of the Sponsoring Entity Board of Directors *Date*

_____

Printed Name

American Sign Language I-IV

Curriculum Framework

2014

Course Title:	American Sign Language (ASL) I-IV
Course/Unit Credit:	1 per course

	American Sign Language I	American Sign Language II	American Sign Language III	American Sign Language IV
Course Number:	449010	449020	449030	449040

Teacher Licensure:	Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure codes.
Grades:	9-12
Prerequisites:	There is no prerequisite for ASL I. The student entering ASL II, III, or IV must successfully complete the preceding year of study of ASL.

American Sign Language I-IV

ASL I, II, III, and IV provide basic instruction in production and comprehension (language usage), vocabulary, and grammar, and eventually lead to increased communicative and cultural proficiency in ASL. The culture, history, current events, and traditions of the Deaf community are introduced on the appropriate level through selected readings, visual recordings, and other authentic materials. Visually attending, signing, role-playing, and group activities are designed to instruct, reinforce, connect language skills, and develop signacy. ASL I, II, III, and IV include applications, problem solving, higher-order thinking skills, and performance-based and project-based assessments. Current ASL teaching pedagogy indicates that using ASL in instruction yields best results for language acquisition. Arkansas Department of Education approval for the courses listed above is not required.

Strand	Content Standard
Communication	
	1. Students will interpret aural, written, and visual messages in the target language. (interpretive)
	2. Students will interact by speaking and writing in the target language. (interpersonal)
	3. Students will present information in the target language. (presentational)
Culture	
	4. Students will investigate the practices, products, and perspectives of the target culture(s).
Connections	
	5. Students will apply the target language to reinforce and expand knowledge of other subject areas.
	6. Students will recognize the common and unique views and contributions of the target language and its cultures.
Comparisons	
	7. Students will explain the similarities and differences between the target language and the students' primary language.
	8. Students will explain the similarities and differences between the target culture(s) and the students' native culture.
Communities	
	9. Students will examine ways to use the target language personally and professionally.

Notes:

1. The ASL I-IV document consists of a course description, an appendix of exceptions, and a glossary. This document is intended to be used in conjunction with the Modern Languages I-IV curriculum framework. All notes appearing on page 2 of the Modern Languages I-IV Curriculum Framework apply to American Sign Language I-IV.
2. In Content Standard 1, "aural" and "written" do not apply to ASL.
3. In Content Standard 2, "producing" is used instead of "speaking" in ASL. "Writing" does not apply to ASL.

This appendix contains exceptions that apply to the teaching of ASL within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and SLE indicated.

SLE	Exception
CMC.1.MLI.1	Replace "elements of speech" and the bulleted list with "the five *parameters* of *ASL* • *handshapes* • *movement* • *non-manual markers (NMM)* • *orientation* • *placement"*
CMC.1.MLI.2	Replace with "*Fingerspell* words using the *ASL manual alphabet*"
CMC.1.MLI.3	Add "*lexicalized signs*" to the list of examples
CMC.1.MLI.7	Replace "intonation" with *"NMM"*
CMC.1.MLI.8	Replace "reading and listening" with "*visual attending*"
CMC.1.MLI.9	Add "with live or recorded *ASL production*"
CMC.1.MLI.10	Does not apply to *ASL*
CMC.1.MLI.12	"Oral" does not apply to *ASL*
CMC.2.MLI.3	"Writing" does not apply to *ASL*
CMC.2.MLI.6	Add • "money"
CMC.3.MLI.1	Add "incorporating the use of *classifiers*"
CMC.3.MLI.2	Replace "Write" with "Give short presentations"
CMC.3.MLI.5	Add "*classifiers*" to examples
CLT.4.MLI.1	Add under "culturally appropriate behavior" • "attention-getters • disclosing to people who are *Deaf* that one can use *ASL* • eye contact • greetings and farewells • interruptions • using *ASL* in the presence of people who are *Deaf*" Add under "analyzing differences among target cultures" • "directness"

Key: CMC.1.MLI.1 = Communication.Content Standard 1.Modern Languages I.1st Student Learning Expectation

This appendix contains exceptions that apply to the teaching of ASL within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and SLE indicated.

SLE	Exception
CLT.4.MLI.2	Add • "Public Law 94-142 • the Americans with Disabilities Act • the Individuals with Disabilities Education Act • technological innovations, including but not limited to videophone, flashing light doorbells, vibrating alarm clocks, flashing light smoke alarms, closed-captioning, open-captioning, hearing aids, cochlear implants, text pager"
CLT.4.MLI.3	Add • "experiences in an educational residential life setting"
CLT.4.MLI.4	Add • "medicine • technology • National Association of the *Deaf* • *audism*"
CLT.4.MLI.5	Add • "understanding how people who are *Deaf* use technology to communicate • understanding the variety of educational, medical, psychological, and cultural perspectives on *Deafhood"*
CLT.4.MLI.6	Add • "Chuck Baird • *Deaf View/Image Art (De'VIA)* • *Deaf Professional Arts Network (D-PAN)* • National Theater of the *Deaf*"
CLT.4.MLI.7	Add • "Alice Cogswell • American School for the *Deaf* • Arkansas School for the *Deaf* • *Deaf* History Month • *Deaf* President Now movement • Helen Keller and Anne Sullivan • Laurent Clerc • Martha's Vineyard • Milan Conference • Thomas H. Gallaudet and Gallaudet University"

Key: CLT.4.MLI.2 = Culture.Content Standard 4.Modern Languages I.2nd Student Learning Expectation

This appendix contains exceptions that apply to the teaching of ASL within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and SLE indicated.

SLE	Exception
CNN.5.MLI.2	Does not apply to *ASL*
CNN.6.MLI.1	Add "such as regional differences within ASL (e.g., *productions*, speed of *signing*)" • "*name signs*"
CNN.6.MLI.2	Add • "*ABC and 123 stories*"
CNN.6.MLI.5	Add "such as closed captioning, open captioning, video relay services, *teletypewriter* (*TTY)*, sports hand signs, telephone"
CMP.7.MLI.5	Does not apply to *ASL*
CMP.7.MLI.6	Does not apply to *ASL*
CMN.9.MLI.4	Add • "*Deaf* clubs • *Deaf* sports • *Deaf* Night Out • *Deaf* School Homecoming"
CMC.1.MLII.1	Replace "elements of speech" and the bulleted list with "the five p*arameters* of *ASL* • *handshapes* • *movement* • *NMM* • *orientation* • *placement"*
CMC.1.MLII.2	Replace with "Use *fingerspelled* words in context"
CMC.1.MLII.3	Add "*lexicalized signs*" to the list of examples
CMC.1.MLII.7	Replace "intonation" with "*NMM*"
CMC.1.MLII.8	Replace "reading and listening" with "*visual attending*"
CMC.1.MLII.9	After "texts and visual media", add "with live or recorded *ASL production*"
CMC.1.MLII.10	Does not apply to *ASL*
CMC.1.MLII.12	"Oral" does not apply to *ASL*
CMC.2.MLII.3	"Writing" does not apply to *ASL*
CMC.2.MLII.6	Add • "fractions • *number incorporation"*

Key: CNN.5.MLI.2 = Connections.Content Standard 5.Modern Languages I.2nd Student Learning Expectation

This appendix contains exceptions that apply to the teaching of ASL within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and SLE indicated.

SLE	Exception
CMC.3.MLII.1	Add "incorporating the use of *classifiers*"
CMC.3.MLII.2	Replace "Write" with "Give short presentations"
CMC.3.MLII.5	Add "*classifiers*" to examples
CLT.4.MLII.1	Add under "culturally appropriate behavior" • "attention-getters • disclosing to people who are *Deaf* that one can use *ASL* • eye contact • greetings and farewells • interruptions • using *ASL* in the presence of people who are *Deaf*" Add under "analyzing differences among target cultures" • "directness"
CLT.4.MLII.2	Add • "Public Law 94-142 • the Americans with Disabilities Act • the Individuals with Disabilities Education Act • technological innovations, including but not limited to videophone, flashing light doorbells, vibrating alarm clocks, flashing light smoke alarms, closed-captioning, open-captioning, hearing aids, cochlear implants, text pager"
CLT.4.MLII.3	Add • "experiences in an educational residential life setting"
CLT.4.MLII.4	Add • "medicine • technology • National Association of the *Deaf* • *audism*"
CLT.4.MLII.5	Add • "understanding how people who are *Deaf* use technology to communicate • understanding the variety of educational, medical, psychological, and cultural perspectives on *Deafhood"*

Key: CMC.3.MLII.1 = Communication.Content Standard 3.Modern Languages II.1st Student Learning Expectation

This appendix contains exceptions that apply to the teaching of ASL within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and SLE indicated.

SLE	Exception
CLT.4.MLII.6	Add • "Chuck Baird • *De'VIA* • *D-PAN* • National Theater of the *Deaf*"
CLT.4.MLII.7	Add • "Alice Cogswell • American School for the *Deaf* • Arkansas School for the *Deaf* • *Deaf* History Month • *Deaf* President Now movement • Helen Keller and Anne Sullivan • Laurent Clerc • Martha's Vineyard • Milan Conference • Thomas H. Gallaudet and Gallaudet University"
CNN.5.MLII.2	Does not apply to *ASL*
CNN.6.MLII.1	Add "such as regional differences within *ASL* (e.g., *productions*, speed of *signing*)" • "*name signs*"
CNN.6.MLII.2	Add • "*ABC and 123 stories*"
CNN.6.MLII.5	Add "closed captioning, open captioning, video relay services, *TTY*, sports hand signs, telephone"
CMP.7.MLII.5	Does not apply to *ASL*
CMP.7.MLII.6	Does not apply to *ASL*
CMN.9.MLII.4	Add • "*Deaf* clubs • *Deaf* sports • *Deaf* Night Out • *Deaf* School Homecoming"

Key: CLT.4.MLII.6 = Culture.Content Standard 4.Modern Languages II.6th Student Learning Expectation

Appendix 4: American Sign Language – Exceptions

This appendix contains exceptions that apply to the teaching of ASL within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and SLE indicated.

SLE	Exception
CMC.1.MLIII.1	Eliminate • "intonation • nuances • pitch • tones" Add • "facial expressions • *sign intensity* • speed • *temporal aspects*"
CMC.1.MLIII.2	Replace "writer/speaker" with "signer"
CMC.1.MLIII.3	Add new SLE: "Produce cognates, place names, borrowings, and *lexicalized signs* in context"
CMC.1.MLIII.4	Add new SLE: "Produce language registers in context (e.g., formal, informal)"
CMC.1.MLIII.6	Add "and regional variations"
CMC.1.MLIII.7	Add new SLE: "Produce gestures, nuances, and *NMM"*
CMC.1.MLIII.8	Replace "reading and listening" with "*visual attending*"; add "with live or recorded *ASL production*"
CMC.1.MLIII.9	After "texts and visual media", add "with live or recorded *ASL production*"
CMC.1.MLIII.10	Does not apply to *ASL*
CMC.1.MLIII.12	"Oral" does not apply to *ASL*
CMC.2.MLIII.3	"Writing" does not apply to *ASL*
CMC.2.MLIII.6	Add • *"number incorporation* • percentages"
CMC.3.MLIII.1	Add "incorporating the use of *classifiers*"
CMC.3.MLIII.2	Replace "Write" with "Give short presentations"
CMC.3.MLIII.5	Add "*classifiers*" to examples

Key: CMC.1.MLIII.1 = Communication.Content Standard 1.Modern Languages III.1st Student Learning Expectation

This appendix contains exceptions that apply to the teaching of ASL within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and SLE indicated.

SLE	Exception
CLT.4.MLIII.1	Add under "culturally appropriate behavior" • "attention-getters • disclosing to people who are *Deaf* that one can use *ASL* • eye contact • greetings and farewells • interruptions • using *ASL* in the presence of people who are *Deaf*" Add under "analyzing differences among target cultures" • "directness"
CLT.4.MLIII.2	Add • "Public Law 94-142 • the Americans with Disabilities Act • the Individuals with Disabilities Education Act • technological innovations, including but not limited to videophone, flashing light doorbells, vibrating alarm clocks, flashing light smoke alarms, closed-captioning, open-captioning, hearing aids, cochlear implants, text pager"
CLT.4.MLIII.3	Add • "experiences in an educational residential life setting"
CLT.4.MLIII.4	Add • "medicine • technology • National Association of the *Deaf* • *audism*"
CLT.4.MLIII.5	Add • "understanding how people who are *Deaf* use technology to communicate • understanding the variety of educational, medical, psychological, and cultural perspectives on *Deafhood"*
CLT.4.MLIII.6	Add • "Chuck Baird • *De'VIA* • *D-PAN* • National Theater of the *Deaf"*

Key: CLT.4.MLIII.1 = Culture.Content Standard 4.Modern Languages III.1st Student Learning Expectation

This appendix contains exceptions that apply to the teaching of ASL within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and SLE indicated.

SLE	Exception
CLT.4.MLIII.7	Add • "Alice Cogswell • American School for the *Deaf* • Arkansas School for the *Deaf* • *Deaf* History Month • *Deaf* President Now movement • Helen Keller and Anne Sullivan • Laurent Clerc • Martha's Vineyard • Milan Conference • Thomas H. Gallaudet and Gallaudet University"
CNN.5.MLIII.2	Does not apply to *ASL*
CNN.6.MLIII.1	Add • "*ABC and 123 stories*"
CNN.6.MLIII.3	Add "closed captioning, open captioning, video relay services, *TTY*, sports hand signs, telephone"
CMP.7.MLIII.5	Does not apply to *ASL*
CMP.7.MLIII.6	Does not apply to *ASL*
CMN.9.MLIII.4	Add • "*Deaf* clubs • *Deaf* sports • *Deaf* Night Out • *Deaf* School Homecoming"

Key: CLT.4.MLIII.7 = Culture.Content Standard 4.Modern Languages IV.7th Student Learning Expectation

This appendix contains exceptions that apply to the teaching of ASL within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and SLE indicated.

SLE	Exception
CMC.1.MLIV.1	Eliminate • "intonation • nuances • pitch • tones" Add • "facial expressions • *sign intensity* • *signacy* • speed • *temporal aspects*"
CMC.1.MLIV.2	Replace "writer/speaker" with "signer" and "texts" with "live or recorded *ASL production*"
CMC.1.MLIV.3	Add new SLE: "Use cognates, place names, borrowings, and *lexicalized signs* in context"
CMC.1.MLIV.4	Add new SLE: "Use language registers in context (e.g., formal, informal)"
CMC.1.MLIV.5	Add new SLE: "Give multistep directions in familiar and unfamiliar contexts in which a problem must be solved"
CMC.1.MLIV.7	Add new SLE: "Use gestures, nuances, and *NMM"*
CMC.1.MLIV.8	Replace "reading and listening" with "*visual attending*"; replace "texts" with "live or recorded *ASL production*"
CMC.1.MLIV.9	After "texts and visual media" add "with live or recorded *ASL production*"
CMC.1.MLIV.10	Does not apply to *ASL*
CMC.1.MLIV.12	"Oral" does not apply to *ASL*
CMC.2.MLIV.3	"Writing" does not apply to *ASL*
CMC.2.MLIV.6	Add • "finances • *number incorporation* • statistics"
CMC.3.MLIV.1	Add "incorporating the use of *classifiers*"
CMC.3.MLIV.2	Replace "Use a variety of writing formats" with "Give a variety of presentations"
CMC.3.MLIV.5	Add "*classifiers*" to examples

Key: CMC.1.MLIV.1 = Communication.Content Standard 1.Modern Languages IV.1st Student Learning Expectation

This appendix contains exceptions that apply to the teaching of ASL within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and SLE indicated.

SLE	Exception
CLT.4.MLIV.1	Add under "culturally appropriate behavior" • "attention-getters • disclosing to people who are *Deaf* that one can use *ASL* • eye contact • greetings and farewells • interruptions • using *ASL* in the presence of people who are *Deaf*" Add under "analyzing differences among target cultures" • "directness"
CLT.4.MLIV.2	Add • "Public Law 94-142 • the Americans with Disabilities Act • the Individuals with Disabilities Education Act • technological innovations, including but not limited to videophone, flashing light doorbells, vibrating alarm clocks, flashing light smoke alarms, closed-captioning, open-captioning, hearing aids, cochlear implants, text pager"
CLT.4.MLIV.3	Add • "experiences in an educational residential life setting"
CLT.4.MLIV.4	Add • "medicine • technology • National Association of the *Deaf* • *audism*"
CLT.4.MLIV.5	Add • "understanding how people who are *Deaf* use technology to communicate • understanding the variety of educational, medical, psychological, and cultural perspectives on *Deafhood"*
CLT.4.MLIV.6	Add • "Chuck Baird • *DE'VIA* • *D-PAN* • National Theater of the *Deaf"*

Key: CLT.4.MLIV.1 = Culture.Content Standard 4.Modern Languages IV.1st Student Learning Expectation

This appendix contains exceptions that apply to the teaching of ASL within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and SLE indicated.

SLE	Exception
CNN.6.MLIV.1	Add • "*ABC and 123 stories*"
CMP.7.MLIV.5	Does not apply to *ASL*
CMP.7.MLIV.6	Does not apply to *ASL*
CMN.9.MLIV.4	Add • "*Deaf* clubs • *Deaf* sports • *Deaf* Night Out • *Deaf* School Homecoming"

Key: CNN.6.MLIV.1 = Connections.Content Standard 6.Modern Languages IV.1st Student Learning Expectation

ABC and 123 stories	Visual stories for entertainment purposes that incorporate handshapes for letters of the alphabet or numbers
American Sign Language (ASL)	A native, visual-gestural language used by Deaf members of the core Deaf community who share a common language, values, and experiences in interacting with others and having its own unique vocabulary, grammar, and syntax which are different from other sign languages used in North America
ASL manual alphabet	The group of 22 handshapes that, when held in certain positions and/or are produced with specific movements, represent the 26 letters of the English alphabet
Audism	Discrimination, bias, or stereotype against people who are Deaf/deaf or hard of hearing and the beliefs and attitudes that reflect that people who are Deaf/deaf are somehow less capable than hearing people; the equivalent of racism
Classifier	A handshape which has been used so often to show a certain type of thing, shape, amount, or size, that it is associated with a specific category of size, shape, or usage and cause the user of ASL to automatically think of a particular category of • thing, such as objects, people, animals, vehicles • shape, such as outlines, perimeters, surfaces, configurations, gradients • size or quantity, such as amount, largeness, smallness, relative size, volume • usage, such as movement paths, speed, interactions; movement and placement which can be used to convey information about the movement, type, size, shape, location or extent of the thing to which the ASL user is referring
Deaf	When capitalized, the word “Deaf” refers to the culture and community of people who are deaf, indicating the difference between the cultural affiliation of identifying with a like group of people with a shared history, traditions, and language and the audiological condition of not hearing; the lower case “deaf” refers to the physical nature of being deaf, as well as to those individuals who are deaf who do not identify with Deaf culture; it is generally considered proper to use the term “people who are Deaf” instead of “deaf people” or “the deaf”
Deaf Professional Arts Network (D-PAN)	A national nonprofit organization that creates music videos featuring Deaf and hard-of-hearing performers, dedicated to promoting professional development and access to the entertainment, visual and media arts fields for individuals who are Deaf or hard of hearing
Deaf View/Image Art (De’VIA)	An art movement of the eyeing/Deaf arts
Deafhood	The process under which each individual who is deaf examines his or her struggles and explains his or her own existence in the world to himself or herself and other members within the Deaf community
Fingerspelling	The process of spelling out words by using signs from the ASL manual alphabet
Handshape	Configuration of the hand and fingers as part of a sign; one of the five parameters of ASL
Lexicalized sign	Fingerspelled English word that has been adopted as an accepted sign in ASL, with modification of one or more of the parameters
Movement	Distinctive actions of the hands for those signs that involve motion; one of the five parameters of ASL
Name sign	A unique sign given to an individual by members of the Deaf community through his or her involvement with the Deaf community that represents the individual’s name

Non-manual marker (NMM)	Any of the various facial expressions, head tilts, shoulder movements, mouth movements, and similar signals not made with the hands that are added to signs to convey meaning; one of the five parameters of ASL
Number incorporation	Integration of numbers into a sign to show quantity
Orientation	The direction in which the palm of the hand faces in generating a sign; one of the five parameters of ASL
Parameter	One of five characteristics of a sign in ASL: handshape, movement, NMM, orientation, and placement
Placement	The location of a sign relative to the body; one of the five parameters of ASL
Production	The active, purposeful expression of information intended to be seen by the eye; the ASL equivalent of speaking or writing
Sign intensity	Varying the vigor, speed, or abruptness of a sign and facial expressions to show intensity of action
Signacy	Fluency of ASL, including both receptive and expressive skills
Signing	Using hands, facial expressions, and body language to compose and communicate messages in a visual/gestural language
Temporal aspect	Method by which ASL gives information about time via verb modulation (inflection), such as the duration or frequency of an event rather than the actual time of the event
Teletypewriter (TTY)	A type of electronic device for text communication over a telephone line designed for use by persons with hearing or speech difficulties
Visual attending	The active, purposeful reception of information intended to be seen by the eye; the ASL equivalent of listening (aural reception)

The following people contributed to the development of this document:

Jessica McMahon – Arkansas School for the Deaf
Sally Paine – Searcy School District
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Meagan Shepherd – Star City School District
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ARKANSAS DEPARTMENT OF EDUCATION

~~2013~~ 2014 Application
Open-Enrollment Public Charter School

Deadline for Receipt of Submission: ~~Tuesday~~ Monday, ~~September 3~~ July 14, 2014, 4:00 p.m.

Applications will not be accepted after this time.

DRAFT

Name of Proposed Charter School:

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

Arkansas Department of Education
Charter School Office Four Capitol Mall Little Rock, AR 72201
501.683.5313

ARKANSAS DEPARTMENT OF EDUCATION ~~2013~~ 2014 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School:_____

Grade Level(s) for the School:_____Student Enrollment Cap: _____

Name of Sponsoring Entity:_____

The applicant is an "eligible entity" under the following category (check one):

☐ a public institution of higher education;

☐ a private nonsectarian institution of higher education;

☐ a governmental entity; or

☐ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: _____

Address:_____City:_____

ZIP:_____Daytime Phone Number: (__)___FAX: (_____) _____

Email: _____

Charter Site
Address:_____City: _____

ZIP:_____Date of Proposed Opening: _____

Chief Operating Officer
of Proposed Charter (if known):_____Title: _____

Address:_____City:_____

ZIP:_____Daytime Phone Number: (_____) _____

The proposed charter will be located in the_____School District.

DRAFT

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

Name:_____ Position:_____ State of Residence:_____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

_____(Total District Enrollment)

List the school districts from which the charter school expects to draw students.

_____ _____ _____

_____ _____ _____

_____ _____ _____

DRAFT

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response: Applicant response is limited to area provided on this page.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Applicant response is limited to area provided on this page.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response: Applicant response is limited to 7,000 characters/spaces. The text box will expand once you have clicked out of it.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.

B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.

C. The last publication date of the notice was no less than seven days prior to the public

D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

~~**Applicant Response:**~~ ~~Applicant response is limited to 7,000 characters/spaces. The text box will expand once you have clicked out of it.~~

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2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:

   A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

   B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.

   C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response: Applicant response is limited to 22,000 characters/spaces. The text box will expand once you have clicked out of it.

3. Give the mission statement for the proposed charter school.

Applicant Response: Response generated from Section B.

4. Describe the educational need for the school by responding to the following prompts. ~~Include the innovations that will distinguish the charter from other schools.~~

~~Applicant Response:~~ ~~Applicant response is limited to 18,000 characters/spaces. The text box will expand once you have clicked out of it.~~

DRAFT

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED

District Name

District Status

	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	GRADUATION RATE 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION

District Name

Campus Name

Grade Levels

Campus Status

	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)		
Targeted Achievement Gap Group		
African American		
Hispanic		
White/Caucasian		
Economically Disadvantaged		
English Language Learners/ Limited English Proficient		
Students with Disabilities		

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CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION

District Name

Campus Name

Grade Levels

Campus Status

	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)		
Targeted Achievement Gap Group		
African American		
Hispanic		
White/Caucasian		
Economically Disadvantaged		
English Language Learners/ Limited English Proficient		
Students with Disabilities		

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION

District Name

Campus Name

Grade Levels

Campus Status

	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	GRADUATION RATE 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

DRAFT

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces. The text box will expand once you have clicked out of it.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces. The text box will expand once you have clicked out of it.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

5. 5. ~~6. Describe the educational program to be offered by the charter school.~~

~~Applicant Response:~~

~~Applicant response is limited to 18,000 characters/spaces.~~

~~The text box will expand once you have clicked out of it.~~

On the following table, ~~List~~ list the specific measurable goals in reading, reading comprehension, and mathematics~~, and mathematic reasoning~~ based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

DRAFT

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed

DRAFT

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response: Applicant response is limited to 18,000 characters/spaces.

The text box will expand once you have clicked out of it.

6. 6. ~~5.~~ Describe the educational program to be offered by the charter school.

Applicant Response: Applicant response is limited to 18,000 characters/spaces.

The text box will expand once you have clicked out of it.

7. Describe the process that will be used to ~~develop and align the~~ ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and ~~the curriculum requirements of~~ the Common Core State Standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response: Applicant response is limited to area provided on this page.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

B) Health services;

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

C) Media center;

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

D) Special education;

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

E) Transportation;

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

F) Alternative education, including Alternative Learning Environments;

DRAFT

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

G) English Language Learner (ELL) instruction;

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

H) Gifted and Talented Program.

Applicant Response: Applicant response is limited to 4,800 characters/spaces.

The text box will expand once you have clicked out of it.

9. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response: Applicant response is limited to area provided on this page.

10. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.)*

Applicant Response: Applicant response is limited to area provided on this page.

11. Describe the enrollment criteria and ~~student admission,~~ recruitment ~~and selection~~ processes ~~for~~, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response: Applicant response is limited to area provided on this page.

Check which of the following enrollment preferences, as ~~permissable~~ permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

Children of founding members of the charter school
Siblings of enrolled students
No enrollment preferences (No other boxes may be checked in order to select this option.)

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

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Yes
No

Describe procedures for conducting the lottery process, including the timeline for enrolling, the date of the lottery and the way in which students will be placed on waiting lists. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response: Applicant response is limited to area provided on this page.

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response: Applicant response is limited to 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

12. 12. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response: Applicant response is limited to area provided on this page.

13. ~~12.~~ 13. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response: Applicant response is limited to 10,000 characters/spaces.

The text box will expand once you have clicked out of it.

14. ~~13.~~ 14. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response: Applicant response is limited to ~~the area provide on this page~~ 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

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Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

15. ~~14.~~ 15. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Appli

The text box will expand once you have clicked out of it.

16. ~~15.~~ 16. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

Yes

DRAFT

No

17. ~~16.~~ 17. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response: Applicant response is limited to 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
(2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
(3) The eligible entity sponsoring the open-enrollment public charter school, or
(4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response: Applicant response is limited to 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes
No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response: Applicant response is limited to 8,500 characters/spaces.

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The text box will expand once you have clicked out of it.

18. ~~17.~~ 18. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

(A) Any other individual specifically identified by name in Section A of the application;

(B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or

(C) The owner(s) of the facilities to be used.

For the purpose of this ~~standard~~ prompt, an individual has a financial relationship with another individual or entity if he or she:

(1) Receives compensation or benefits directly or indirectly from the entity or individual;

(2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or

(3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response: Applicant response is limited to 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response: Applicant response is limited to 11,000 characters/spaces.

The text box will expand once you have clicked out of it.

19. ~~18.~~ 19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response: Applicant response is limited to area provided on this page.

DRAFT

20. ~~19.~~ 20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response: Applicant response is limited to area provided on this page.

21. ~~20.~~ 21. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable**. Provide a brief description of the rationale for each waiver requested that explains the way in which each waiver assists in implementing the educational program of the charter and fulfilling the charter's mission.**

Applicant Response: Applicant response is limited to 22,000 characters/spaces.

The text box will expand once you have clicked out of it.

22. ~~21.~~ 22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response: Applicant response is limited to area provided on this page.

23. ~~22.~~ 23. ~~Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each.~~ Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school ~~when others are in leadership roles~~ in perpetuity.

Applicant Response: Applicant response is limited to 8,500 characters/spaces.

The text box will expand once you have clicked out of it.

DRAFT

Emergency Clause

Whereas, Ark. Code Ann. § 6-23-301 requires the authorizer to adopt an application form to be used for open-enrollment public charter schools.

Whereas, it is necessary to receive and review open-enrollment charter applications with sufficient time for awarded charters to plan and open for the 2015-2016 school year.

THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that imminent peril to the welfare of Arkansas public school districts, public charter schools, and public school students will result without the immediate promulgation of these rules.

DRAFT

2015-2016
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:

Line#	List Positions	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
1					
2					
3					
4					
5					
6					
7	**Subtotal:**				
8	Fringe Benefits (rate used _____)				
9	**Total Administration:**				

Regular Classroom Instruction:

		2015-2016 No. FTEs		2016-2017 No. FTEs	
10	Teachers				
11	Aides				
12	**Subtotal:**				
13	Teacher Fringe Benefits (rate used _____)				
14	Aide Fringe Benefits (rate used _____)				
15	**Total Regular Classroom Instruction:**				

Special Education:

		2015-2016 No. FTEs		2016-2017 No. FTEs	
16	Teachers				
17	Aides				
18	**Subtotal:**				
19	Teacher Fringe Benefits (rate used _____)				
20	Aide Fringe Benefits (rate used _____)				
21	**Total Special Education:**				

Gifted and Talented Program:

		2015-2016 No. FTEs		2016-2017 No. FTEs	
22	Teachers				
23	Aides				
24	**Subtotal:**				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	**Total Gifted and Talented Program:**				

Alternative Education Program/ Alternative Learning Environments:

		2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
28	Teachers				
29	Aides				
30	**Subtotal:**				
31	Teacher Fringe Benefits (rate used _____)				
32	Aide Fringe Benefits (rate used _____)				
33	**Total Alternative Education Program/ Alternative Learning Environments:**				

English Language Learner Program:

	List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
34					
35					
36					
37					
38					
39	**Subtotal:**				
40	Fringe Benefits (rate used _____)				
41	**Total English Language Learner Program:**				

Guidance Services:

	List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
42					
43					
44					
45					
46					
47	**Subtotal:**				
48	Fringe Benefits (rate used _____)				
49	**Total Guidance Services:**				

Health Services:

	List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
50					
51					
52					
53					
54					
55	**Subtotal:**				
56	Fringe Benefits (rate used _____)				
57	**Total Health Services:**				

Media Services:

	List Positions	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
58					
59					
60					
61					
62					
63	**Subtotal:**				
64	Fringe Benefits (rate used _____)				
65	**Total Media Services:**				

Fiscal Services:

	List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
66					
67					
68					
69					
70					
71	**Subtotal:**				
72	Fringe Benefits (rate used _____)				
73	**Total Fiscal Services:**				

Maintenance and Operation:

	List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
74					
75					
76					
77					
78					
79	**Subtotal:**				
80	Fringe Benefits (rate used _____)				
81	**Total Maintenance and Operation:**				

Pupil Transportation:

	List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
82					
83					
84					
85					
86					
87	**Subtotal:**				
88	Fringe Benefits (rate used _____)				
89	**Total Pupil Transportation:**				

	Food Services: List Positions	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
90					
91					
92					
93					
94					
95	**Subtotal:**				
96	Fringe Benefits (rate used _____)				
97	**Total Food Services:**				

	Data Processing: List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
98					
99					
100					
101					
102					
103	**Subtotal:**				
104	Fringe Benefits (rate used _____)				
105	**Total Data Processing:**				

	Substitute Personnel:	2015-2016 No. FTEs		2016-2017 No. FTEs	
106	Number of **Certified** Substitutes _____				
107	Number of **Classified** Substitutes _____				
108	**Subtotal:**				
109	Certified Fringe Benefits (rate used _____)				
110	Classified Fringe Benefits (rate used _____)				
111	**Total Substitute Personnel:**				

112	**TOTAL EXPENDITURES FOR SALARIES:**				

Public Charter School Application
Estimated Budget Template

REVENUES

State Public Charter School Aid:

Line#		2015-2016 Amount:	2016-2017 Amount:
	2015-2016		
1	No. of Students ____ x $6,521.00 State Foundation Funding	$0.00	
2	No. of Students ____ x $26.67 Professional Development	$0.00	
3	No. of Students ____ x ____ eligible rate* NSL Funding		
4	No. of Students ____ x ____ Other: *Explain Below*		
5			
	2016-2017		
6	No. of Students ____ x $6,521.00 State Foundation Funding		$0.00
7	No. of Students ____ x $26.67 Professional Development		$0.00
8	No. of Students ____ x ____ eligible rate* NSL Funding		
9	No. of Students ____ x ____ Other: *Explain Below*		
10			
11	**Total State Charter School Aid:**	$0.00	$0.00

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other *(Specifically Describe)*		
15			
16	**Total Other Sources of Revenues:**		
17	**TOTAL REVENUES:**	$0.00	$0.00

EXPENDITURES

Administration:

		2015-2016 Amount:	2016-2017 Amount:
18	Salaries and Benefits		
	Purchased Services - List Vendors Below		
19	V - AD 1		
20	V - AD 2		
21	V - AD 3		
22	V - AD 4		
23	V - AD 5		
24	Supplies and Materials		
25	Equipment		
	Other (List Below)		
26			
27			
28			
29			
30			
31	**Total Administration:**		

			2015-2016 Amount:	2016-2017 Amount:
	Regular Classroom Instruction:			
32		Salaries and Benefits		
		Purchased Services - List Vendors Below		
33	V - CI 1			
34	V - CI 2			
35	V - CI 3			
36	V - CI 4			
37	V - CI 5			
38		Supplies and Materials		
39		Equipment		
		Other (List Below)		
40				
41				
42				
43				
44				
45		**Total Regular Classroom Instruction:**		
	Special Education:			
46		Salaries and Benefits		
		Purchased Services - List Vendors Below		
47	V - SE1			
48	V - SE 2			
49	V - SE 3			
50	V - SE 4			
51	V - SE 5			
52		Supplies and Materials		
53		Equipment		
		Other (List Below)		
54				
55				
56				
57				
58				
59		**Total Special Education:**		
	Gifted and Talented Program:			
60		Salaries and Benefits		
		Purchased Services - List Vendors Below		
61	V - GT1			
62	V - GT2			
63	V - GT3			
64	V - GT4			
65	V - GT5			
66		Supplies and Materials		
67		Equipment		
		Other (List Below)		
68				
69				
70				
71				
72				
73		**Total Gifted and Talented Program:**		

		2015-2016 Amount:	2016-2017 Amount:
	Alternative Education Program/ Alternative Learning Environments:		
74	Salaries and Benefits		
	Purchased Services - List Vendors Below		
75	V - ALE1		
76	V - ALE2		
77	V - ALE3		
78	V - ALE4		
79	V - ALE5		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82			
83			
84			
85			
86			
87	**Total Alternative Education Program/ Alternative Learning Environments:**		
	English Language Learner Program:		
88	Salaries and Benefits		
	Purchased Services - List Vendors Below		
89	V - ELL1		
90	V - ELL2		
91	V - ELL3		
92	V - ELL4		
93	V - ELL5		
94	Supplies and Materials		
95	Equipment		
	Other (List Below)		
96			
97			
98			
99			
100			
101	**Total English Language Learner Program:**		
	Guidance Services:		
102	Salaries and Benefits		
	Purchased Services - List Vendors Below		
103	V - GS1		
104	V - GS2		
105	V - GS3		
106	V - GS4		
107	V - GS5		
108	Supplies and Materials		
109	Equipment		
	Other (List Below)		
110			
111			
112			
113			
114			
115	**Total Guidance Services:**		

		2015-2016 Amount:	2016-2017 Amount:
	Health Services:		
116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	**Total Health Services:**		
	Media Services:		
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	**Total Media Services:**		
	Fiscal Services:		
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1		
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	**Total Fiscal Services:**		

			2015-2016 Amount:	2016-2017 Amount:
	Maintenance and Operation:			
158		Salaries and Benefits		
		Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1			
160	V - MO2			
161	V - MO3			
162	V - MO4			
163	V - MO5			
164		Supplies and Materials		
165		Equipment		
		Other (List Below)		
166				
167				
168				
169				
170				
171		**Total Maintenance and Operation:**		
	Pupil Transportation:			
172		Salaries and Benefits		
		Purchased Services - List Vendors Below		
173	V - PT1			
174	V - PT2			
175	V - PT3			
176	V - PT4			
177	V - PT5			
178		Supplies and Materials		
179		Equipment		
		Other (List Below)		
180				
181				
182				
183				
184				
185		**Total Pupil Transportation:**		
	Food Services:			
186		Salaries and Benefits		
		Purchased Services - List Vendors Below		
187	V - FD1			
188	V - FD2			
189	V - FD3			
190	V - FD4			
191	V - FD5			
192		Supplies and Materials		
193		Equipment		
		Other (List Below)		
194				
195				
196				
197				
198				
199		**Total Food Services:**		

			2015-2016 Amount:	2016-2017 Amount:
	Data Processing:			
200		Salaries and Benefits		
		Purchased Services - List Vendors Below		
201	V - DP1			
202	V - DP2			
203	V - DP3			
204	V - DP4			
205	V - DP5			
206		Supplies and Materials		
207		Equipment		
		Other (List Below)		
208				
209				
210				
211				
212				
213		**Total Data Processing:**		
	Substitute Personnel:			
214		Salaries and Benefits		
		Purchased Services - List Vendors Below		
215	V - SB1			
216	V - SB2			
217	V - SB3			
218	V - SB4			
219	V - SB5			
220		**Total Substitute Personnel:**		
	Facilities:			
221		Lease/Purchase Contract for One Full Year		
		Facility Upgrades - List Upgrades Below		
222				
223				
224				
225				
226				
227				
228				
229		Property Insurance for One Full Year		
230		Content Insurance for One Full Year		
231		**Total Facilities:**		

Debt Expenditures:

	List Debts Below	2015-2016 Amount:	2016-2017 Amount:
232			
233			
234			
	Total Debts:		

Other Expenditures:

	List Other Expenditures Below		
235			
236			
237			
238			
239			
240			
241	**TOTAL EXPENDITURES:**		
242	**Net Revenue over Expenditures:**	$0.00	$0.00

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): _____

Lessee(Tenant): _____

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Address of Premises:

Square Footage: _____

Terms of Lease: _____

Rental Amount: _____

Contingency: The terms of this agreement are contingent upon

_____
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 20___

Statutory Language Concerning No Indebtedness:
No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: _____

By: _____ Date _____

Lessor: _____

By: _____ Date _____

Name of Individual with Prior Charter Experience

Position with Proposed Charter

Name of Other Charter	Position at Other Charter	Status of Other Charter Operating Voluntarily Closed Involuntarily Closed	Address of Other Charter	Web Address for State Assessment Results of Other Charter

ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply for an **Open-Enrollment** Public Charter School

Applicants for open-enrollment public charter schools are required to send a one-page "**Letter of Intent to Apply for an Open-Enrollment Public Charter School**" to the Arkansas Department of Education.

Submit the signed letter of intent, via email, to the Arkansas Department of Education at the following email address no later than 4:00 p.m. **on Thursday, May 29, 2014,** in order for the application to be considered by the authorizer during the 2014 application cycle:

ade.charterschools@arkansas.gov

Required format to be followed for the letter of intent:

1. The letter of intent is to be a one-page document;
2. Include the full legal name of the eligible entity which intends to apply for a charter. If the sponsoring entity is a non-profit organization, specify the name exactly as submitted on the Internal Revenue Service (IRS) application for non-profit status through 501(c)(3) of the Internal Revenue Code, and state whether the entity has already received 501(c)(3) status or has applied for 501(c)(3) status.
3. Include a contact person's name, full address, daytime telephone number, and email address;
4. Give a description of the eligible entity that is sponsoring the application;
5. Give the name of the proposed open-enrollment public charter school;
6. Describe the location of the proposed open-enrollment public charter school and state the school district in which the charter school would be located;
7. Identify the grade levels of students intended to be served by the open-enrollment public charter school;
8. Identify the number of students intended to be served by the open-enrollment public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The designated contact person must sign the letter of intent to apply.

A copy of the letter of intent must be sent, via the same email transmission that the letter is sent to the Arkansas Department of Education, to the superintendent of the public school district where the proposed public charter school will be located.

2014 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.

2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.

3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.

5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

   However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.

7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.

9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.

10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

    (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

    (c) High school graduation requirements as established by the State Board of Education;

    (d) Special education programs as provided by this title;

    (e) Public school accountability under this title;

    (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

    (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

14. Should the open-enrollment public charter school voluntarily or involuntary close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

_____ _____

Signature of President of the Sponsoring Entity Board of Directors *Date*

_____

Printed Name

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE TEACHER EXCELLENCE AND SUPPORT SYSTEM
EMERGENCY RULE EFFECTIVE: July 1, 2014

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1.0 PURPOSE

1.01 Under Ark. Code Ann. § 6-17-2801 et seq., each public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under rules established by the State Board of Education. The purpose of these rules is to establish the requirements and procedures concerning the Teacher Excellence and Support System.

1.02 Building- or district-level leaders are referred to the current ADE Rules Governing the Leader Excellence and Development System for the Department's building- and district-level leader evaluation system.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-13-1305, 6-15-1004, 6-15-1402, 6-17-704, 6-17-705, 6-17-1504, 6-17-2801 through 6-17-2809, 6-20-2305, 25-15-201 et seq. and Act 709 of 2013.

3.0 LEGISLATIVE INTENT AND PURPOSE

3.01 The State Board of Education notes that, with regard to the Teacher Excellence and Support System, it is the intent of the Arkansas General Assembly to:

3.01.1 Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;

3.01.2 Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;

3.01.3 Provide a basis for making teacher employment decisions;

3.01.4 Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;

3.01.5 Encourage highly effective teachers to undertake challenging assignments;

3.01.6 Support teachers' roles in improving students' educational achievements;

3.01.7 Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and

3.01.8 Increase the awareness of parents and guardians of public school students concerning the effectiveness of public school teachers.

3.02 The purposes of these rules are, without limitation, to:

3.02.1 Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;

3.02.2 Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

3.02.3 Reflect evidence-based or proven practices that improve student learning. Nothing in these rules should be construed to prohibit teachers from using innovative approaches in the classroom;

3.02.4 Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

3.02.5 Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;

3.02.6 Ensure that student growth is analyzed at every phase of the evaluation system to illustrate teacher effectiveness. The purpose of requirement is to ensure that student growth is taken into account during all phases of the teacher evaluation system;

3.02.7 Require annual evidence of student growth from artifacts and external assessment measures;

3.02.8 Include clearly defined teacher evaluation domains, performance ratings, and evaluation rubric components for the evaluation framework;

3.02.9 Include procedures for implementing each component of the Teacher Excellence and Support System; and

3.02.10 Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2802 and § 6-17-2804

4.0 DEFINITIONS

4.01 "Annual overall rating" means the annual rating based on professional practice (performance rating) and student growth.

4.02 "Artifact" means a documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that:

4.02.1 Relates to the evaluation rubric; and

4.02.2 Represents output from one (1) or more of the following, without limitation:

4.02.2.1 Lesson plans or pacing guides aligned with the state standards;

4.02.2.2 Self-directed or collaborative research approved by an evaluator;

4.02.2.3 Participation in professional development;

4.02.2.4 Contributions to parent, community, or professional meetings;

4.02.2.5 Classroom assessments including:

4.02.2.5.1 Unit tests;

4.02.2.5.2 Samples of student work, portfolios, writing, and projects;

4.02.2.5.3 Pre-assessments and post-assessments; and

4.02.2.5.4 Classroom-based formative assessments;

4.02.2.6 District-level assessments including:

4.02.2.6.1 Formative assessments;

4.02.2.6.2 Grade or subject level assessments;

4.02.2.6.3 Department-level assessments; and

4.02.2.6.4 Common assessments;

4.02.2.7 State-level assessments including:

4.02.2.7.1 End-of-course assessments;

4.02.2.7.2 Statewide assessments of student achievement; and

4.02.2.7.3 Career and technical assessments;

4.02.2.8 National assessments including:

4.02.2.8.1 Advanced placement assessments;

4.02.2.8.2 Norm-referenced assessments; and

4.02.2.8.3 Career and technical assessments; and

4.02.2.9 Evidence of student growth other than the SOAR value attributed to a teacher under Section 6.03 of these rules.

4.03 "Contributing professional" means an individual who has been assigned the responsibility to provide additional services that support and increase a student's learning and/or access to learning.

4.03.1 "Contributing professional" includes a:

4.03.1.2 Classroom teacher, other than the teacher of record, who is engaged directly in instruction with students in a classroom setting;

4.03.1.2 Guidance counselor;

4.03.1.3 Library media specialist;

4.03.1.4 Instructional facilitator or instructional coach; and

4.03.1.5 Teacher employed by an education service cooperative who instructs public school students.

4.03.1.6 Speech language pathologist;

4.03.1.7 Gifted and talented coordinator;

4.03.1.8 School psychologist;

4.03.1.9 English language learner instructor; or

4.03.1.10 Person in another position identified by the Department.

4.04 "Evaluation" means the process under these rules used to:

4.04.1 Assess with evidence what a teacher should know and be able to do as measured by the domains and performance ratings of an evaluation framework; and

4.04.2 Promote teacher growth through professional learning.

4.04.3 "Evaluation" does not include a teacher's performance relating to competitive athletics and competitive extracurricular activities.

4.05 "Evaluation framework" means a standardized set of teacher evaluation domains that provide the overall basis for an evaluation.

4.06 "Evaluation rubric" means a set of performance components for each teacher evaluation domain in the evaluation framework.

4.07 "Evaluator" means a person licensed by the State Board of Education as an administrator who is designated as the person responsible for evaluating teachers and who is an employee of the school district or open enrollment public charter school in which the evaluations are performed.

4.07.1 "Evaluator" also includes public charter school administrators who are designated by their public charter schools as evaluators, even if the public charter school administrators do not hold an administrator's license. While these rules allow for other school personnel to guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations of teachers and assigning the annual overall ratings.

4.07.2 Before conducting summative evaluations of teachers and before assigning annual overall ratings pursuant to these rules, a designated evaluator must successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education. Prior to conducting summative evaluations of teachers pursuant to these rules, public charter school administrators who are designated evaluators must also successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education, even if

the public charter school administrators do not hold an administrator's license. Public charter schools are nevertheless encouraged to employ or contract with licensed administrators who serve as evaluators under the Teacher Excellence and Support System.

4.08 "External assessment measure" means a measure of student achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated, except that the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator. For public charter schools, the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator or, if no licensed individuals are employed by the public charter school, a degreed teacher employed by the public charter school and designated by the evaluator.

4.09 "Formal classroom observation" means an announced visit to a classroom by an evaluator that:

4.09.1 Is preceded by a pre-observation conference to discuss the lesson plan and objectives;

4.09.2 Is conducted by an evaluator for at least seventy-five percent (75%) of the class period either by observing the teacher in the classroom or through the use of three-hundred-sixty-degree video technology. The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period;

4.09.3 Facilitates a professional dialogue for the teacher and evaluator; and

4.09.4 Provides essential evidence of the teacher's classroom practices.

4.10 "Formative assessment" means an evaluation of a student's learning that is given before the student completes a course of instruction to foster the student's development and improvement on a specific strand within the course of instruction.

4.11 "Informal classroom observation" means an observation conducted by an evaluator for the same purpose as a formal classroom observation but may be:

4.11.1 Unannounced; or

4.11.2 For a shorter period of time than a formal classroom observation.

4.12 "Intensive support status" means the employment status administered under this subchapter that is assigned to a teacher under Ark. Code Ann. § 6-17-2807 and Section 11.0 of these rules.

4.13 "Interim appraisal" means a form of evaluation, other than a summative evaluation, that:

4.13.1 Provides support for teaching practices; and

4.13.2 Uses standards for teacher growth and performance that are consistent with the evaluation rubrics for the teacher evaluation domains of a summative evaluation that are identified in the teacher's professional growth plan.

4.14 "Novice teacher" means a teacher having less than one (1) school year of public school classroom teaching experience.

4.15 "Post-observation conference" means a conference between the teacher and evaluator following a formal classroom observation to discuss:

4.15.1 The evaluator's observations; and

4.15.2 Artifacts presented by the teacher after the formal classroom observation.

4.16 "Pre-observation conference" means a conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation.

4.17 "Probationary teacher" means the same as probationary teacher under Ark. Code Ann. § 6-17-1502.

4.18 "Statewide assessment of student achievement" means a statewide benchmark exam, end-of-course assessment, or a summative assessment of student achievement administered through:

4.18.1 A program of Common Core assessments administered under rules of the State Board of Education; or

4.18.2 If a Common Core assessment is not available, the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq.

4.19 "Student-Ordered Assessment Rank (SOAR)" is the method used to calculate a percentile value of student growth between the immediately preceding school year

and the current school year, and that compares students only to other students of the same prior achievement level.

4.20 "Summative assessment" means an evaluation of student achievement given at the completion of a course of instruction that cumulatively measures whether the student met long-term learning goals for the course.

4.21 "Summative evaluation" means an evaluation of a teacher's performance that evaluates all domains and components of the evaluation framework that supports:

4.21.1 Improvement in the teacher's teaching practices and student achievement; and

4.21.2 A school district's employment decision concerning the teacher.

4.22 "Teacher" means a person who is:

4.22.1 Required to hold and holds a teaching license from the State Board of Education as a condition of employment; and

4.22.2 Employed as a:

4.22.2.1 Teacher of record in a public school;

4.22.2.2 Contributing professional; or

4.22.2.3 One of the following teachers who instruct public school students:

4.22.2.3.1 Distance learning teacher;

4.22.2.3.2 Virtual charter school teacher;

4.22.2.3.3 Teacher at the Arkansas School for the Blind;

4.22.2.3.4 Teacher at the Arkansas School for the Deaf; or

4.22.2.3.5 Teacher at the Arkansas Correctional School.

4.22.3 "Teacher" also includes a nonlicensed classroom teacher or contributing professional employed at a public charter school under a waiver of teacher licensure requirements granted by the State Board of Education in the charter.

4.22.4 "Teacher" does not include a person who is employed full time by a school district or public school solely as a superintendent or administrator.

4.23 "Teacher of record" is an individual or individuals in a teaching or co-teaching assignment who is/are assigned the lead responsibility for student learning in a subject or course with aligned curriculum standards. A teacher of record plans instruction, delivers instruction, assesses student learning, and assigns grades.

4.24 "Teacher Excellence and Support System" means a statewide teacher evaluation system that provides support, collaboration, feedback and targeted professional development opportunities aimed at ensuring effective teaching and improving student learning.

4.25 "Tested content area" means a teaching content area that is tested under a statewide assessment of student achievement.

Source: Ark. Code Ann. § 6-17-2803 as modified

5.0 GENERAL REQUIREMENTS AND IMPLEMENTATION

5.01 Each teacher employed by the board of directors of a school district shall be evaluated in writing under the Teacher Excellence and Support System.

5.02 A teacher shall:

5.02.1 Participate in the Teacher Excellence and Support System, including without limitation in:

5.02.1.1 Classroom observations; and

5.02.1.2 Pre-observation and post-observation conferences; and

5.02.2 Collaborate in good faith with the evaluator to develop the teacher's professional growth plan under Ark. Code Ann. § 6-17-2806(a) and Section 10.0 of these rules. If a teacher and evaluator cannot agree on the professional growth plan, the evaluator's decision shall be final.

5.03 A failure to comply with Section 5.02 of these rules may be reflected in the teacher's evaluation.

5.04 At a time other than an evaluation conducted under the Teacher Excellence and Support System, if a superintendent or other school administrator charged with the supervision of a teacher believes or has reason to believe that the teacher is having difficulties or problems meeting the expectations of the school district or its administration and the administrator believes or has reason to believe that the problems could lead to termination or nonrenewal of contract, the superintendent or other school administrator shall:

5.04.1 Bring in writing the problems or difficulties to the attention of the teacher involved; and

5.04.2 Document the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal.

5.05 A public school is deemed to have met the requirements of Section 1.01 of these rules if the school obtained permission from the Department to continue to use a nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System and that the school district used in the 2012-2013 and 2013-2014 school years. The Department granted permission to certain school districts that qualified by providing evidence to the Department of Education, Assistant Commissioner for Human Resources and Licensure by December 31, 2012, of:

5.05.1 The name of the alternate, nationally recognized system of teacher evaluation and support; and

5.05.2 A brief description of the alternate, nationally recognized system of teacher evaluation and support, including an explanation of how it is substantially similar to the Teacher Excellence and Support System.

5.06 If the Arkansas Department of Education Assistant Commissioner for Human Resources and Licensure denied the application of a school district for the continued use of the alternate, nationally recognized system of teacher evaluation and support beyond the 2013-2014 school year, the school district shall use the Teacher Excellence and Support System as prescribed by these rules.

5.07 Schools shall use the electronic platform provided by the Department for conducting evaluations and assigning ratings as required under these rules.

Source: Ark. Code Ann. § 6-17-1504 and § 6-17-2808

6.0 ANNUAL OVERALL RATING

6.01 To determine a teacher's annual overall rating, a school district shall use both the teacher's performance rating and student growth measure.

6.02 Performance rating -

6.02.1 In a summative evaluation year, a Domain Average is derived from the average of all component score in each domain of the evaluation framework. Each Domain Average is 25% of the Overall Weighted Score. Based on the Overall Weighted Score, the teacher is assigned a performance rating.

6.02.2 In an interim appraisal year, the performance rating used in the annual overall rating is derived only from the average of the components that align to the educator's professional growth plan. There is no Overall Weighted Score associated with an interim appraisal.

6.03 Student growth measure –

6.03.1 Annually, a Student-Ordered Assessment Rank (SOAR) value that reflects whether the teacher's summary growth statistics meet or exceed a threshold of student growth among all teachers in the state.

6.03.1.1 The applicable growth thresholds used for all growth determinations necessary for compliance with these rules and the Teacher Excellence and Support System will be based upon a Student Growth Percentile Model with the threshold percentile determined by the Department annually with input from the Teacher Evaluation Advisory Committee and published on the Department's website.

6.03.1.2 For teachers teaching grades 4 through 11, the 2014-2015 school year PARCC assessments will provide baseline data. Beginning with the 2015-2016 school year, PARCC assessments will be used as the external assessment measure required by these rules and the Teacher Excellence and Support System.

6.03.1.3 For teachers teaching kindergarten through grade 3, special education teachers, and teachers who only teach seniors, during the 2014-2015 school year, the Department will conduct a study to determine the appropriate assessments to be used to measure student growth. The 2015-2016 school year will provide baseline data using the assessments. Beginning with the 2016-2017 school year, the assessments will be used as the external assessment measure required by these rules and the Teacher Excellence and Support System.

6.03.1.4 The SOAR value for a contributing professional is the school's SOAR value.

6.03.2 A teacher's SOAR value will be applied to the performance rating to determine the annual overall rating.

6.03.2.1 Schools shall use the roster verification system developed by the Department to ensure that the student growth measure is accurately calculated and attributed to the teacher.

6.03.2.2 A teacher may have multiple SOAR values.

6.03.2.3 If the teacher meets or exceeds the student growth threshold, the annual overall rating is the same as the performance rating under Section 7.04.2 of these rules.

6.03.2.4 A teacher will not be designated as Distinguished unless that teacher's summary growth statistics meet or exceed the student growth threshold.

6.03.2.4.1 If the teacher has multiple SOAR values, all SOAR values must meet or exceed the student growth threshold before the teacher may be designated as Distinguished.

6.03.2.5 If a teacher's summary growth statistics do not meet the applicable threshold of growth for two (2) consecutive years the teacher's summative performance rating or annual overall rating based on an interim appraisal shall be lowered by one performance rating level.

7.0 SUMMATIVE EVALUATIONS

7.01 Annually during a school year, a public school shall conduct a summative evaluation for every teacher employed in the public school who is a:

7.01.1 Novice teacher;

7.01.2 Probationary teacher; or

7.01.3 Teacher who successfully completed intensive support status within the current or immediately preceding school year.

7.02 At least one (1) time every three (3) school years, a public school shall conduct a summative evaluation for a teacher who is not in a status under Section 7.01 of these rules.

7.03 Nothing in this rule shall be construed to prevent a public school from conducting a summative evaluation of a teacher more often than one (1) time every three (3) school years.

7.04 The evaluation framework for a summative evaluation for a classroom teacher shall include:

7.04.1 The following teacher evaluation domains:

7.04.1.1 Planning and preparation;

7.04.1.2 Classroom environment;

7.04.1.3 Instruction; and

7.04.1.4 Professional responsibilities; and

7.04.2 An evaluation rubric using nationally accepted components that consists of the following four (4) performance ratings:

7.04.2.1 Distinguished;

7.04.2.2 Proficient;

7.04.2.3 Basic; and

7.04.2.4 Unsatisfactory.

7.05 A summative evaluation shall result in a written:

7.05.1 Evaluation determination for the teacher's performance rating on each teacher evaluation domain; and

7.05.2 Summative evaluation determination of the teacher's performance rating on all teacher evaluation categories as a whole.

7.06 A summative evaluation shall use an evaluation framework, evaluation rubric, and external assessment measures that are appropriate for a teacher who is not a classroom teacher, including without limitation:

7.06.1 A guidance counselor;

7.06.2 A library media specialist;

7.06.3 A special education teacher; or

7.06.4 The following teachers:

7.06.4.1 Distance learning teachers;

7.06.4.2 Virtual charter school teachers;

7.06.4.3 Teachers at the Arkansas School for the Blind;

7.06.4.4 Teachers at the Arkansas School for the Deaf;

7.06.4.5 Teachers at the Arkansas Correctional School;

7.06.4.6 Instructional facilitators and instructional coaches; and

7.06.4.7 Teachers employed by education service cooperatives who instruct public school students.

7.07 The external assessment measure required to be considered by law for a summative evaluation is the student growth measure under Section 6.03 of these rules.

7.08 The artifacts considered by the teacher and evaluator in a summative evaluation for the performance rating shall consist of evidence related to each teacher evaluation domain and the respective components and may include:

7.08.1 External assessment measures that are not the student growth measure under Section 6.03 of these rules;

7.08.2 Knowledge measures, including without limitation, pre-tests, post-tests, or other written tests;

7.08.3 Performance measures used to evaluate student improvement in a particular subject matter during a semester or school year;

7.08.4 Attitude/behavior measures used to evaluate student improvement during a semester or school year as reflected in parental and/or student surveys;

7.08.5 Student performance in group projects or project-based learning activities; and

7.08.6 Schoolwide measures, including without limitation:

7.08.6.1 Attendance rate;

7.08.6.2 Graduation rate; and

7.08.6.3 Literacy scores.

7.09 A summative evaluation process shall include:

7.09.1 A pre-observation conference and post-observation conference;

7.09.2 A formal classroom observation and informal classroom observation;

7.09.3 Presentations of artifacts chosen by the teacher, the evaluator, or both;

7.09.4 An opportunity for the evaluator and teacher to discuss the review of external assessment measures used in the evaluation;

7.09.5 A written evaluation determination for each teacher evaluation domain and a written summative evaluation determination.

7.09.6 Feedback based on the evaluation rubric that the teacher can use to improve teaching skills and student learning; and

7.09.7 Feedback from the teacher concerning the evaluation process and evaluator.

7.10 In a school year in which a summative evaluation is not required under these rules, the teacher:

7.10.1 Shall focus on elements of the teacher's professional growth plan as approved by the evaluator that are designed to help the teacher improve his or her teaching practices; and

7.10.2 With the evaluator's approval may:

7.10.2.1 Collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level; or

7.10.2.2 Conduct self-directed research related to the teacher's professional growth plan under Ark. Code Ann. § 6-17-2806 and Section 10.0 of these rules.

Source: Ark. Code Ann. § 6-17-2805

8.0 INTERIM APPRAISALS

8.01 Interim appraisals shall be used to:

8.01.1 Support teachers on an ongoing basis throughout the school year;

8.01.2 Provide a teacher with immediate feedback about the teacher's teaching practices;

8.01.3 Engage the teacher in a collaborative, supportive learning process;

8.01.4 Help the teacher use formative assessments to inform the teacher of student progress and adapt teaching practices based on the formative assessments; and

8.01.5 Provide a performance rating that is included in the annual overall rating.

8.02 The interim appraisal process may be guided in whole or in part by an evaluator or by one (1) or more of the following persons designated by the evaluator:

8.02.1 A teacher designated by an administrator as a leader for the teaching content area of a teacher who is being evaluated;

8.02.2 An instructional facilitator;

8.02.3 A curriculum specialist; or

8.02.4 An academic coach for the teacher's content area.

8.03 While other school personnel may guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations and assigning annual overall ratings of teachers.

Source: Ark. Code Ann. § 6-17-2806

9.0 MENTORING AND INDUCTION

9.01 The Teacher Excellence and Support System also shall include novice teacher mentoring and induction for each novice teacher employed at the public school that:

9.01.1 Provides training, support, and follow-up to novice teachers to increase teacher retention;

9.01.2 Establishes norms of professionalism; and

9.01.3 Leads to improved student achievement by increasing effective teacher performance.

9.02 Novice teachers shall undergo mentoring and induction as otherwise set forth by Arkansas law and the ADE Rules Governing Educator Licensure.

Source: Ark. Code Ann. § 6-17-2806

10.0 PROFESSIONAL GROWTH PLAN

10.01 Except as provided in Section 10.03 of these rules, a teacher being evaluated and the evaluator, working together, shall develop a professional growth plan for the teacher that:

10.01.1 Identifies professional learning outcomes to advance the teacher's professional skills; and

10.01.2 Clearly links professional development activities and the teacher's individual professional learning needs identified through the Teacher

Excellence and Support System.

10.02 The professional growth plan for a teacher shall require that at least one-half (1/2) of the professional development hours required by law or rule for teacher licensure are directly related to one (1) or more of:

10.02.1 The teacher's content area;

10.02.2 Instructional strategies applicable to the teacher's content area; or

10.02.3 The teacher's identified needs.

10.03 If a teacher and evaluator cannot agree on a professional growth plan, the evaluator's decision shall be final.

10.04 For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the teacher's professional growth plan.

10.05 Until the teacher is removed from intensive support status, all professional development identified in the professional growth plan, except professional development that is required by law or by the public school where the teacher is employed, shall be directly related to the individual teacher's needs.

Source: Ark. Code Ann. § 6-17-2806

11.0 INTENSIVE SUPPORT STATUS

11.01 An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher evaluation domain of the evaluation framework.

11.02 An evaluator may place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of components in a teacher evaluation domain.

11.03 If a teacher is placed in intensive support status, the evaluator shall:

11.03.1 Establish the time period for the intensive support status; and

11.03.2 Provide a written notice to the teacher that the teacher is placed in intensive support status. The notice shall state that if the teacher's contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher's accomplishment of the goals established and completion of the tasks

assigned in the intensive support status.

11.04 The period of time specified by the evaluator for intensive support status shall afford the teacher an opportunity to accomplish the goals of and complete the tasks assigned in the intensive support status.

11.05 Intensive support status shall not last for more than two (2) consecutive semesters unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for up to two (2) additional consecutive semesters.

11.06 The evaluator shall work with the teacher to:

11.06.1 Develop a clear set of goals and tasks that correlate to:

11.06.1.1 The professional growth plan; and

11.06.1.2 Evidence-based research concerning the evaluation domain that forms the basis for the intensive support status; and

11.06.2 Ensure the teacher is offered the support that the evaluator deems necessary for the teacher to accomplish the goals developed and complete the tasks assigned while the teacher is in intensive support status.

11.07 If the intensive support status is related to student performance, the teacher shall use formative assessments to gauge student progress throughout the period of intensive support status. The teacher shall be offered the support necessary to use formative assessments under these rules during the intensive support status.

11.08 At the end of the specified period of time for intensive support status, the evaluator shall:

11.08.1 Evaluate whether the teacher has met the goals developed and completed the tasks assigned for the intensive support status; and

11.08.2 Provide written notice to the teacher that the teacher either:

11.08.2.1 Is removed from intensive support status; or

11.08.2.2 Has failed to meet the goals and complete the tasks of the intensive support status.

11.09 If a teacher does not accomplish the goals and complete the tasks established for the intensive support status during the period of intensive support status, the

evaluator shall notify the superintendent of the school district where the teacher is employed and provide the superintendent with documentation of the intensive support status.

11.10 Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the teacher's contract.

11.10.1 A recommendation for termination or nonrenewal of a teacher's contract under these rules shall be made pursuant to the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

11.10.2 When a superintendent makes a recommendation for termination or nonrenewal of a teacher's contract under Section 11.10 of these rules, the public school:

11.10.2.1 Shall provide the notice required under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., but is exempt from the provisions of Ark. Code Ann. § 6-17-1504(b); and

11.10.2.2 If the public school has substantially complied with the requirements of Section 11.10 of these rules, is entitled to a rebuttable presumption that the public school has a substantive basis for the termination or nonrenewal of the teacher's contract under the applicable standard for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq. The presumption may be rebutted by the teacher during an appeal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

11.11 These rules do not preclude a public school superintendent from:

11.11.1 Making a recommendation for the termination or nonrenewal of a teacher's contract for any lawful reason under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; or

11.11.2 Including in a recommendation for termination or nonrenewal of a teacher's contract under this section any other lawful reason for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. Ark. Code Ann. § 6-17-1501 et seq.

Source: Ark. Code Ann. § 6-17-2807

12.0 INCORPORATION INTO SCHOOL DISTRICT CONTRACTS AND POLICIES

12.01 Pursuant to Ark. Code Ann. § 6-13-1305, the policy adopted by local school district boards of directors to implement site-based decision making shall address teacher evaluations, professional growth plans, and teacher support under the Teacher Excellence and Support System, Ark. Code Ann. § 6-17-2801 et seq.

12.02 Every teacher contract renewed or entered into after July 27, 2011 is subject to and shall reference Title 6, Chapter 17, Subchapter 28 of the Arkansas Code.

Source: Ark. Code Ann. § 6-13-1305 and § 6-17-2808

13.0 SCHOOL PERFORMANCE REPORT

Beginning with the 2017-2018 school year, for the school year covered by a school performance report pursuant to Ark. Code Ann. § 6-15-1402, the school performance report shall include:

13.01 The total number of teachers who are employed in the public school; and

13.02 Of that total, the number who meet each of the following criteria:

13.02.1 Highly qualified teacher;

13.02.2 Identified as proficient or above under the Teacher Excellence and Support System for the school; and

13.02.3 Certified by the National Board for Professional Teaching Standards.

Source: Ark. Code Ann. § 6-15-1402

14.0 EMERGENCY AND EFFECTIVE DATES

14.01 Whereas, the PARCC assessments and TESS implementation begin with the 2014-2015 school year; and

Whereas, schools and educators need to be able to plan for the TESS implementation and to participate effectively in ongoing TESS professional development;

Therefore the Arkansas State Board of Education and the Arkansas Department of Education promulgate these rules as Emergency Rules Governing the Teacher Excellence and Support System pursuant to authority of Ark. Code Ann. § 25-15-204 in order to implement the rule changes for teacher evaluations.

14.02 These Emergency Rules shall go into effect on July 1, 2014.

14.03 These Emergency Rules shall expire October 30, 2014.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE TEACHER EXCELLENCE AND SUPPORT SYSTEM
~~October 2012~~ _____, 2014

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1.0 PURPOSE

1.01 Under Ark. Code Ann. § 6-17-2801 et seq., each public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under rules established by the State Board of Education. The purpose of these rules is to establish the requirements and procedures concerning the Teacher Excellence and Support System.

1.02 Building- or district-level leaders are referred to the current ADE Rules Governing the Leader Excellence and Development System for the Department's building- and district-level leader evaluation system.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-13-1305, 6-15-1004, 6-15-1402, 6-17-704, 6-17-705, 6-17-1504, 6-17-2801 through 6-17-2809, 6-20-2305, 25-15-201 et seq. and ~~Act 1209 of 2011~~ Act 709 of 2013.

3.0 LEGISLATIVE INTENT AND PURPOSE

3.01 The State Board of Education notes that, with regard to the Teacher Excellence and Support System, it is the intent of the Arkansas General Assembly to:

3.01.1 Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;

3.01.2 Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;

3.01.3 Provide a basis for making teacher employment decisions;

3.01.4 Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;

3.01.5 Encourage highly effective teachers to undertake challenging assignments;

3.01.6 Support teachers' roles in improving students' educational achievements;

3.01.7 Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and

3.01.8 Increase the awareness of parents and guardians of public school students concerning the effectiveness of public school teachers.

3.02 The purposes of these rules are, without limitation, to:

3.02.1 Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;

3.02.2 Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

3.02.3 Reflect evidence-based or proven practices that improve student learning. Nothing in these rules should be construed to prohibit teachers from using innovative approaches in the classroom;

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3.02.4 Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

3.02.5 Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;

3.02.6 Ensure that student growth is analyzed at every ~~level~~ phase of the evaluation system to illustrate teacher effectiveness. The purpose of requirement is to ensure that student growth is taken into account during all phases of the teacher evaluation system;

3.02.7 Require annual evidence of student growth from artifacts and external assessment measures;

3.02.8 Include clearly defined teacher evaluation ~~categories~~ domains, performance ~~levels~~ ratings, and evaluation rubric ~~descriptors~~ components for the evaluation framework;

3.02.9 Include procedures for implementing each component of the Teacher Excellence and Support System; and

3.02.10 Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2802 and § 6-17-2804

4.0 DEFINITIONS

4.01 "Annual overall rating" means the annual rating based on professional practice (performance rating) and student growth.

4.02 "Artifact" means a documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that:

4.02.1 Relates to the evaluation rubric; and

4.02.2 Represents output from one (1) or more of the following, without limitation:

4.02.2.1 Lesson plans or pacing guides aligned with the state standards;

4.02.2.2 Self-directed or collaborative research approved by an evaluator;

4.02.2.3 Participation in professional development;

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4.02.2.4 Contributions to parent, community, or professional meetings;

4.02.2.5 Classroom assessments including:

4.02.2.5.1 Unit tests;

4.02.2.5.2 Samples of student work, portfolios, writing, and projects;

4.02.2.5.3 Pre-assessments and post-assessments; and

4.02.2.5.4 Classroom-based formative assessments;

4.02.2.6 District-level assessments including:

4.02.2.6.1 Formative assessments;

4.02.2.6.2 Grade or subject level assessments;

4.02.2.6.3 Department-level assessments; and

4.02.2.6.4 Common assessments;

4.02.2.7 State-level assessments including:

4.02.2.7.1 End-of-course assessments;

4.02.2.7.2 Statewide assessments of student achievement; and

4.02.2.7.3 Career and technical assessments; ~~and~~

4.02.2.8 National assessments including:

4.02.2.8.1 Advanced placement assessments;

4.02.2.8.2 Norm-referenced assessments; and

4.02.2.8.3 Career and technical assessments; and

4.02.2.9 Evidence of student growth other than the SOAR value attributed to a teacher under Section 6.03 of these rules.

4.03 "Contributing professional" means an individual who has been assigned the responsibility to provide additional services that support and increase a student's learning and/or access to learning.

4.03.1 "Contributing professional" includes a:

4.03.1.2 Classroom teacher, other than the teacher of record, who is engaged directly in instruction with students in a classroom setting;

4.03.1.2 Guidance counselor;

4.03.1.3 Library media specialist;

4.03.1.4 Instructional facilitator or instructional coach; and

4.03.1.5 Teacher employed by an education service cooperative who instructs public school students.

4.03.1.6 Speech language pathologist;

4.03.1.7 Gifted and talented coordinator;

4.03.1.8 School psychologist;

4.03.1.9 English language learner instructor; or

4.03.1.10 Person in another position identified by the Department.

4.04 "Evaluation" means the process under these rules used to:

4.04.1 Assess with evidence what a teacher should know and be able to do as measured by the ~~categories~~ domains and performance ~~levels~~ ratings of an evaluation framework; and

4.04.2 Promote teacher growth through professional learning.

4.04.3 "Evaluation" does not include a teacher's performance relating to competitive athletics and competitive extracurricular activities.

4.05 "Evaluation framework" means a standardized set of teacher evaluation ~~categories~~ domains that provide the overall basis for an evaluation.

4.06 "Evaluation rubric" means a set of performance ~~descriptors~~ components for each teacher evaluation ~~category~~ domain in the evaluation framework.

4.07 "Evaluator" means a person licensed by the State Board of Education as an administrator who is designated as the person responsible for evaluating teachers and who is an employee of the school district or open enrollment public charter school in which the evaluations are performed.

4.07.1 "Evaluator" also includes public charter school administrators who are designated by their public charter schools as evaluators, even if the public charter school administrators do not hold an administrator's license. While these rules allow for other school personnel to guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations of teachers and assigning the annual overall ratings.

4.07.2 Before conducting summative evaluations of teachers and before assigning annual overall ratings pursuant to these rules, a designated evaluator must successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education. Prior to conducting summative evaluations of teachers pursuant to these rules,

public charter school administrators who are designated evaluators must also successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education, even if the public charter school administrators do not hold an administrator's license. Public charter schools are nevertheless encouraged to employ or contract with licensed administrators who serve as evaluators under the Teacher Excellence and Support System.

4.08 "External assessment measure" means a measure of student achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated, except that the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator. For public charter schools, the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator or, if no licensed individuals are employed by the public charter school, a degreed teacher employed by the public charter school and designated by the evaluator.

4.09 "Formal classroom observation" means an announced visit to a classroom by an evaluator that:

4.09.1 Is preceded by a pre-observation conference to discuss the lesson plan and objectives;

4.09.2 Is conducted by an evaluator for at least seventy-five percent (75%) of the class period either by observing the teacher in the classroom or through the use of three-hundred-sixty-degree video technology. The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period;

4.09.3 Facilitates a professional dialogue for the teacher and evaluator; and

4.09.4 Provides essential evidence of the teacher's classroom practices.

4.10 "Formative assessment" means an evaluation of a student's learning that is given before the student completes a course of instruction to foster the student's development and improvement on a specific strand within the course of instruction.

4.11 "Informal classroom observation" means an observation conducted by an evaluator for the same purpose as a formal classroom observation but may be:

4.11.1 Unannounced; or

4.11.2 For a shorter period of time than a formal classroom observation.

4.12 "Intensive support status" means the employment status administered under this subchapter that is assigned to a teacher under Ark. Code Ann. § 6-17-2807 and Section 11.0 of these rules.

4.13 "Interim ~~teacher~~ appraisal" means a form of evaluation, other than a summative evaluation, that:

4.13.1 Provides support for teaching practices; and

4.13.2 Uses standards for teacher growth and performance that are consistent with the evaluation rubrics for the teacher evaluation ~~categories~~ domains of a summative evaluation that are identified in the teacher's professional growth plan.

4.14 "Novice teacher" means a teacher having less than one (1) school year of public school classroom teaching experience.

4.15 "Post-observation conference" means a conference between the teacher and evaluator following a formal classroom observation to discuss:

4.15.1 The evaluator's observations; and

4.15.2 Artifacts presented by the teacher after the formal classroom observation.

4.16 "Pre-observation conference" means a conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation.

4.17 "Probationary teacher" means the same as probationary teacher under Ark. Code Ann. § 6-17-1502.

4.18 "Statewide assessment of student achievement" means a statewide benchmark exam, end-of-course assessment, or a summative assessment of student achievement administered through:

4.18.1 A program of Common Core assessments administered under rules of the State Board of Education; or

4.18.2 If a Common Core assessment is not available, ~~The~~ the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq.~~; or~~

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~~4.16.2 A program of Common Core assessments administered under rules of the State Board of Education.~~

4.19 "Student-Ordered Assessment Rank (SOAR)" is the method used to calculate a percentile value of student growth between the immediately preceding school year and the current school year, and that compares students only to other students of the same prior achievement level.

4.20 "Summative assessment" means an evaluation of student achievement given at the completion of a course of instruction that cumulatively measures whether the student met long-term learning goals for the course.

4.21 "Summative evaluation" means an evaluation of a teacher's performance that evaluates all ~~categories~~ domains and components of the evaluation framework that supports:

4.21.1 Improvement in the teacher's teaching practices and student achievement; and

4.21.2 A school district's employment decision concerning the teacher.

4.22 "Teacher" means a person who is:

4.22.1 Required to hold and holds a teaching license from the State Board of Education as a condition of employment; and

4.22.2 Employed ~~in a public school~~ as a:

4.22.2.1 ~~Classroom teacher engaged directly in instruction with students in a classroom setting~~ Teacher of record in a public school;

4.22.2.2 Contributing professional;

~~4.19.2.2 Guidance counselor;~~

~~4.19.2.3 Library media specialist;~~

~~4.19.2.4 Special education teacher; or~~

4.22.2.3 One of the following teachers who instruct public school students:

4.22.2.3.1 Distance learning teacher;

4.22.2.3.2 Virtual charter school teacher;

4.22.2.3.3 Teacher at the Arkansas School for the Blind;

4.22.2.3.4 Teacher at the Arkansas School for the Deaf; or

4.22.2.3.5 Teacher at the Arkansas Correctional School.

~~4.19.2.5.6 Instructional facilitators and instructional coaches; and~~

~~4.19.2.5.7 Teachers employed by education service cooperatives who instruct public school students.~~

4.22.3 "Teacher" also includes a nonlicensed classroom teacher or contributing professional employed at a public charter school under a waiver of teacher licensure requirements granted by the State Board of Education in the charter.

4.22.4 "Teacher" does not include a person who is employed full time by a school district or public school solely as a superintendent or administrator.

4.23 "Teacher of record" is an individual or individuals in a teaching or co-teaching assignment who is/are assigned the lead responsibility for student learning in a subject or course with aligned curriculum standards. A teacher of record plans instruction, delivers instruction, assesses student learning, and assigns grades.

4.24 "Teacher Excellence and Support System" means a statewide teacher evaluation system that provides support, collaboration, feedback and targeted professional development opportunities aimed at ensuring effective teaching and improving student learning.

4.25 "Tested content area" means a teaching content area that is tested under a statewide assessment of student achievement.

Source: Ark. Code Ann. § 6-17-2803 as modified

5.0 GENERAL REQUIREMENTS AND IMPLEMENTATION

5.01 Each teacher employed by the board of directors of a school district shall be evaluated in writing under the Teacher Excellence and Support System.

5.02 A teacher shall:

5.02.1 Participate in the Teacher Excellence and Support System, including without limitation in:

5.02.1.1 Classroom observations; and

5.02.1.2 Pre-observation and post-observation conferences; and

5.02.2 Collaborate in good faith with the evaluator to develop the teacher's professional growth plan under Ark. Code Ann. § 6-17-2806(a) and Section 10.0 of these rules. If a teacher and evaluator cannot agree on the

professional growth plan, the evaluator's decision shall be final.

5.03 A failure to comply with Section 5.02 of these rules may be reflected in the teacher's evaluation.

5.04 At a time other than an evaluation conducted under the Teacher Excellence and Support System, if a superintendent or other school administrator charged with the supervision of a teacher believes or has reason to believe that the teacher is having difficulties or problems meeting the expectations of the school district or its administration and the administrator believes or has reason to believe that the problems could lead to termination or nonrenewal of contract, the superintendent or other school administrator shall:

5.04.1 Bring in writing the problems or difficulties to the attention of the teacher involved; and

5.04.2 Document the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal.

5.05 A public school is deemed to have met the requirements of Section 1.01 of these rules if the school obtained permission from the Department to continue to use a nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System and that the school district used in the 2012-2013 and 2013-2014 school years. The Department granted permission to certain school districts that qualified by providing evidence to the Department of Education, Assistant Commissioner for Human Resources and Licensure by December 31, 2012, of:

5.05.1 The name of the alternate, nationally recognized system of teacher evaluation and support; and

5.05.2 A brief description of the alternate, nationally recognized system of teacher evaluation and support, including an explanation of how it is substantially similar to the Teacher Excellence and Support System.

5.06 If the Arkansas Department of Education Assistant Commissioner for Human Resources and Licensure denied the application of a school district for the continued use of the alternate, nationally recognized system of teacher evaluation and support beyond the 2013-2014 school year, the school district shall use the Teacher Excellence and Support System as prescribed by these rules.

5.07 Schools shall use the electronic platform provided by the Department for conducting evaluations and assigning ratings as required under these rules.

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Source: Ark. Code Ann. § 6-17-1504 and § 6-17-2808

6.0 ANNUAL OVERALL RATING

6.01 To determine a teacher's annual overall rating, a school district shall use both the teacher's performance rating and student growth measure.

6.02 Performance rating -

6.02.1 In a summative evaluation year, a Domain Average is derived from the average of all component score in each domain of the evaluation framework. Each Domain Average is 25% of the Overall Weighted Score. Based on the Overall Weighted Score, the teacher is assigned a performance rating.

6.02.2 In an interim appraisal year, the performance rating used in the annual overall rating is derived only from the average of the components that align to the educator's professional growth plan. There is no Overall Weighted Score associated with an interim appraisal.

6.03 Student growth measure –

6.03.1 Annually, a Student-Ordered Assessment Rank (SOAR) value that reflects whether the teacher's summary growth statistics meet or exceed a threshold of student growth among all teachers in the state.

6.03.1.1 The applicable growth thresholds used for all growth determinations necessary for compliance with these rules and the Teacher Excellence and Support System will be based upon a Student Growth Percentile Model with the threshold percentile determined by the Department annually with input from the Teacher Evaluation Advisory Committee and published on the Department's website.

6.03.1.2 For teachers teaching grades 4 through 11, the 2014-2015 school year PARCC assessments will provide baseline data. Beginning with the 2015-2016 school year, PARCC assessments will be used as the external assessment measure required by these rules and the Teacher Excellence and Support System.

6.03.1.3 For teachers teaching kindergarten through grade 3, special education teachers, and teachers who only teach seniors, during the 2014-2015 school year, the Department will

conduct a study to determine the appropriate assessments to be used to measure student growth. The 2015-2016 school year will provide baseline data using the assessments. Beginning with the 2016-2017 school year, the assessments will be used as the external assessment measure required by these rules and the Teacher Excellence and Support System.

6.03.1.4 The SOAR value for a contributing professional is the school's SOAR value.

6.03.2 A teacher's SOAR value will be applied to the performance rating to determine the annual overall rating.

6.03.2.1 Schools shall use the roster verification system developed by the Department to ensure that the student growth measure is accurately calculated and attributed to the teacher.

6.03.2.2 A teacher may have multiple SOAR values.

6.03.2.3 If the teacher meets or exceeds the student growth threshold, the annual overall rating is the same as the performance rating under Section 7.04.2 of these rules.

6.03.2.4 A teacher will not be designated as Distinguished unless that teacher's summary growth statistics meet or exceed the student growth threshold.

6.03.2.4.1 If the teacher has multiple SOAR values, all SOAR values must meet or exceed the student growth threshold before the teacher may be designated as Distinguished.

6.03.2.5 If a teacher's summary growth statistics do not meet the applicable threshold of growth for two (2) consecutive years the teacher's summative performance rating or annual overall rating based on an interim appraisal shall be lowered by one performance rating level.

7.0 SUMMATIVE EVALUATIONS

7.01 Annually during a school year, a public school shall conduct a summative evaluation for every teacher employed in the public school who is a:

7.01.1 Novice teacher;

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7.01.2 Probationary teacher; or

7.01.3 Teacher who successfully completed intensive support status within the current or immediately preceding school year.

7.02 At least one (1) time every three (3) school years, a public school shall conduct a summative evaluation for a teacher who is not in a status under Section 7.01 of these rules.

7.03 Nothing in this rule shall be construed to prevent a public school from conducting a summative evaluation of a teacher more often than one (1) time every three (3) school years.

7.04 The evaluation framework for a summative evaluation for a classroom teacher shall include:

7.04.1 The following teacher evaluation domains:

7.04.1.1 Planning and preparation;

7.04.1.2 Classroom environment;

7.04.1.3 Instruction; and

7.04.1.4 Professional responsibilities; and

7.04.2 An evaluation rubric using nationally accepted components that consists of the following four (4) performance ratings:

7.04.2.1 Distinguished;

7.04.2.2 Proficient;

7.04.2.3 Basic; and

7.04.2.4 Unsatisfactory.

7.05 A summative evaluation shall result in a written:

7.05.1 Evaluation determination for the teacher's performance ~~level~~ rating on each teacher evaluation ~~category~~ domain; and

7.05.2 Summative evaluation determination of the teacher's performance ~~level~~ rating on all teacher evaluation categories as a whole.

7.06 A summative evaluation shall use an ~~appropriate~~ evaluation framework, evaluation rubric, and external assessment ~~measurements~~ measures that are appropriate for a teacher who is not a classroom teacher, including without limitation:

7.06.1 A guidance counselor;

7.06.2 A library media specialist;

7.06.3 A special education teacher; or

7.06.4 The following teachers:

7.06.4.1 Distance learning teachers;

7.06.4.2 Virtual charter school teachers;

7.06.4.3 Teachers at the Arkansas School for the Blind;

7.06.4.4 Teachers at the Arkansas School for the Deaf;

7.06.4.5 Teachers at the Arkansas Correctional School;

7.06.4.6 Instructional facilitators and instructional coaches; and

7.06.4.7 Teachers employed by education service cooperatives who instruct public school students.

~~5.04 In a tested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator shall be external assessment measures chosen by the teacher and evaluator, or by the evaluator if the teacher and evaluator are unable to agree. The other one-half (1/2) of the artifacts in a tested content area shall consist of evidence related to each teacher evaluation category and their respective components and may include the artifacts set forth in Section 5.04.2 of these rules.~~

~~5.04.1 Except as provided in Section 5.04.2 of these rules for a nontested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator, or by the evaluator if the teacher and evaluator cannot agree, shall be external assessments.~~

~~5.04.2 If an external assessment measure does not exist for the nontested content area, the following types of artifacts may be used to satisfy the external assessment measure requirement under Section 5.04.1 of these rules.~~

7.07 The external assessment measure required to be considered by law for a summative evaluation is the student growth measure under Section 6.03 of these rules.

7.08 The artifacts considered by the teacher and evaluator in a summative evaluation for the performance rating shall consist of evidence related to each teacher evaluation domain and the respective components and may include:

7.08.1 External assessment measures that are not the student growth measure under Section 6.03 of these rules;

7.08.2 Knowledge measures, including without limitation, pre-tests, post-tests, or other written tests;

7.08.3 Performance measures used to evaluate student improvement in a particular subject matter during a semester or school year;

7.08.4 Attitude/behavior measures used to evaluate student improvement during a semester or school year as reflected in parental and/or student surveys;

7.08.5 Student performance in group projects or project-based learning activities; and

7.08.6 Schoolwide measures, including without limitation:

7.08.6.1 Attendance rate;

7.08.6.2 Graduation rate; and

7.08.6.3 Literacy scores.

7.09 A summative evaluation process shall include:

7.09.1 A pre-observation conference and post-observation conference;

7.09.2 A formal classroom observation and informal classroom observation;

7.09.3 Presentations of artifacts chosen by the teacher, the evaluator, or both;

7.09.4 An opportunity for the evaluator and teacher to discuss the review of external assessment measures used in the evaluation;

7.09.5 A written evaluation determination for each teacher evaluation ~~category~~ domain and a written summative evaluation determination.

7.09.6 Feedback based on the evaluation rubric that the teacher can use to improve teaching skills and student learning; and

7.09.7 Feedback from the teacher concerning the evaluation process and evaluator.

~~5.06 Student growth measures will be included in the summative evaluation process as set forth in Section 14.00 of these Rules.~~

7.10 In a school year in which a summative evaluation is not required under these rules, the teacher:

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7.10.1 Shall focus on elements of the teacher's professional growth plan as approved by the evaluator that are designed to help the teacher improve his or her teaching practices; and

7.10.2 With the evaluator's approval may:

7.10.2.1 Collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level; or

7.10.2.2 Conduct self-directed research related to the teacher's professional growth plan under Ark. Code Ann. § 6-17-2806 and Section 10.0 of these rules.

Source: Ark. Code Ann. § 6-17-2805

~~**6.0 TEACHER SUPPORT COMPONENTS**~~

~~6.01 Except as provided in Section 6.03 of these rules, a teacher being evaluated and the evaluator, working together, shall develop a professional learning plan for the teacher that:~~

~~6.01.1 Identifies professional learning outcomes to advance the teacher's professional skills; and~~

~~6.01.2 Clearly links professional development activities and the teacher's individual professional learning needs identified through the Teacher Excellence and Support System.~~

~~6.02 The professional learning plan shall require that at least one-half (1/2) of the professional development hours required by law or rule for a teacher are directly related to one (1) or more of:~~

~~6.02.1 The teacher's content area;~~

~~6.02.2 Instructional strategies applicable to the teacher's content area; or~~

~~6.02.3 The teacher's identified needs.~~

~~6.03 If a teacher and evaluator cannot agree on a professional learning plan, the evaluator's decision shall be final.~~

~~6.04 For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the teacher's professional learning plan.~~

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~~6.05 Until the teacher is removed from intensive support status, all professional development identified in the professional learning plan, except professional development that is required by law or by the public school where the teacher is employed, shall be directly related to the individual teacher's needs.~~

8.0 INTERIM APPRAISALS

8.01 Interim ~~teacher~~ appraisals shall be used to:

8.01.1 Support teachers on an ongoing basis throughout the school year; ~~and:~~

8.01.2 Provide a teacher with immediate feedback about the teacher's teaching practices;

8.01.3 Engage the teacher in a collaborative, supportive learning process; ~~and~~

8.01.4 Help the teacher use formative assessments to inform the teacher of student progress and adapt teaching practices based on the formative assessments; and

8.01.5 Provide a performance rating that is included in the annual overall rating.

8.02 The interim ~~teacher~~ appraisal process may be guided in whole or in part by an evaluator or by one (1) or more of the following persons designated by the evaluator:

8.02.1 A teacher designated by an administrator as a leader for the teaching content area of a teacher who is being evaluated;

8.02.2 An instructional facilitator;

8.02.3 A curriculum specialist; or

8.02.4 An academic coach for the teacher's content area.

8.03 ~~As noted in Section 4.05 of these Rules, while~~ While other school personnel may guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations and assigning annual overall ratings of teachers.

Source: Ark. Code Ann. § 6-17-2806

9.0 MENTORING AND INDUCTION

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9.01 The Teacher Excellence and Support System also shall include novice teacher mentoring and induction for each novice teacher employed at the public school that:

9.01.1 Provides training, support, and follow-up to novice teachers to increase teacher retention;

9.01.2 Establishes norms of professionalism; and

9.01.3 Leads to improved student achievement by increasing effective teacher performance.

9.02 Novice teachers shall undergo mentoring and induction as otherwise set forth by Arkansas law ~~or rules of the State Board of Education~~ and the ADE Rules Governing Educator Licensure.

Source: Ark. Code Ann. § 6-17-2806

10.0 PROFESSIONAL GROWTH PLAN

10.01 Except as provided in Section 10.03 of these rules, a teacher being evaluated and the evaluator, working together, shall develop a professional growth plan for the teacher that:

10.01.1 Identifies professional learning outcomes to advance the teacher's professional skills; and

10.01.2 Clearly links professional development activities and the teacher's individual professional learning needs identified through the Teacher Excellence and Support System.

10.02 The professional growth plan for a teacher shall require that at least one-half (1/2) of the professional development hours required by law or rule for teacher licensure are directly related to one (1) or more of:

10.02.1 The teacher's content area;

10.02.2 Instructional strategies applicable to the teacher's content area; or

10.02.3 The teacher's identified needs.

10.03 If a teacher and evaluator cannot agree on a professional growth plan, the evaluator's decision shall be final.

10.04 For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the teacher's professional growth plan.

10.05 Until the teacher is removed from intensive support status, all professional development identified in the professional growth plan, except professional development that is required by law or by the public school where the teacher is employed, shall be directly related to the individual teacher's needs.

Source: Ark. Code Ann. § 6-17-2806

11.0 INTENSIVE SUPPORT STATUS

11.01 An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher evaluation ~~category~~ domain of the evaluation framework.

11.02 An evaluator may place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of ~~descriptors~~ components in a teacher evaluation ~~category~~ domain.

11.03 If a teacher is placed in intensive support status, the evaluator shall:

11.03.1 Establish the time period for the intensive support status; and

11.03.2 Provide a written notice to the teacher that the teacher is placed in intensive support status. The notice shall state that if the teacher's contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher's accomplishment of the goals established and completion of the tasks assigned in the intensive support status.

11.04 The period of time specified by the evaluator for intensive support status shall afford the teacher an opportunity to accomplish the goals of and complete the tasks assigned in the intensive support status.

11.05 Intensive support status shall not last for more than two (2) consecutive semesters unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for up to two (2) additional consecutive semesters.

11.06 The evaluator shall work with the teacher to:

11.06.1 Develop a clear set of goals and tasks that correlate to:

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11.06.1.1 The professional ~~learning~~ growth plan; and

11.06.1.2 Evidence-based research concerning the evaluation ~~category~~domain that forms the basis for the intensive support status; and

11.06.2 Ensure the teacher is offered the support that the evaluator deems necessary for the teacher to accomplish the goals developed and complete the tasks assigned while the teacher is in intensive support status.

11.07 If the intensive support status is related to student performance, the teacher shall use formative assessments to gauge student progress throughout the period of intensive support status. The teacher shall be offered the support necessary to use formative assessments under these rules during the intensive support status.

11.08 At the end of the specified period of time for intensive support status, the evaluator shall:

11.08.1 Evaluate whether the teacher has met the goals developed and completed the tasks assigned for the intensive support status; and

11.08.2 Provide written notice to the teacher that the teacher either:

11.08.2.1 Is removed from intensive support status; or

11.08.2.2 Has failed to meet the goals and complete the tasks of the intensive support status.

11.09 If a teacher does not accomplish the goals and complete the tasks established for the intensive support status during the period of intensive support status, the evaluator shall notify the superintendent of the school district where the teacher is employed and provide the superintendent with documentation of the intensive support status.

11.10 Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the teacher's contract.

11.10.1 A recommendation for termination or nonrenewal of a teacher's contract under these rules shall be made pursuant to the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

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11.10.2 When a superintendent makes a recommendation for termination or nonrenewal of a teacher's contract under Section 11.10 of these rules, the public school:

11.10.2.1 Shall provide the notice required under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., but is exempt from the provisions of Ark. Code Ann. § 6-17-1504(b); and

11.10.2.2 If the public school has substantially complied with the requirements of Section 11.10 of these rules, is entitled to a rebuttable presumption that the public school has a substantive basis for the termination or nonrenewal of the teacher's contract under the applicable standard for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq. The presumption may be rebutted by the teacher during an appeal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

11.11 These rules do not preclude a public school superintendent from:

11.11.1 Making a recommendation for the termination or nonrenewal of a teacher's contract for any lawful reason under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; or

11.11.2 Including in a recommendation for termination or nonrenewal of a teacher's contract under this section any other lawful reason for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. Ark. Code Ann. § 6-17-1501 et seq.

Source: Ark. Code Ann. § 6-17-2807

~~**8.0 GENERAL REQUIREMENTS AND IMPLEMENTATION**~~

~~8.01 Each teacher employed by the board of directors of a school district shall be evaluated in writing under the Teacher Excellence and Support System.~~

~~8.02 At a time other than an evaluation conducted under the Teacher Excellence and Support System, if a superintendent or other school administrator charged with the supervision of a teacher believes or has reason to believe that the teacher is having difficulties or problems meeting the expectations of the school district or its administration and the administrator believes or has reason to believe that the problems could lead to termination or nonrenewal of contract, the superintendent or other school administrator shall:~~

8.02.1 Bring in writing the problems or difficulties to the attention of the teacher involved; and

8.02.2 Document the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal.

8.03 Annually during a school year, a public school shall conduct a summative evaluation for every teacher employed in the public school who is a:

8.03.1 Novice teacher;

8.03.2 Probationary teacher; or

8.03.3 Teacher who successfully completed intensive support status within the current or immediately preceding school year.

8.04 At least one (1) time every three (3) school years, a public school shall conduct a summative evaluation for a teacher who is not in a status under Section 8.03 of these rules. Nothing in this rule shall be construed to prevent a public school from conducting a summative evaluation of a teacher more often than one (1) time every three (3) school years.

8.05 In a school year in which a summative evaluation is not required for a teacher under Section 8.04 of these rules, the teacher:

8.05.1 Shall focus on elements of the teacher's professional learning plan as approved by the evaluator that are designed to help the teacher improve his or her teaching practices; and

8.05.2 With the evaluator's approval may:

8.05.2.1 Collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level; or

8.05.2.2 Conduct self-directed research related to the teacher's professional learning plan under Ark. Code Ann. § 6-17-2806 and Section 6.0 of these rules.

8.06 During the two (2) years in which a summative evaluation is not required, a public school may conduct an evaluation that is lesser in scope than a summative evaluation but uses the portions of the evaluation framework and evaluation rubrics that are relevant to the evaluation.

MARKUP

8.07 A teacher shall:

8.07.1 Participate in the Teacher Excellence and Support System, including without limitation in:

8.07.1.1 Classroom observations; and

8.07.1.2 Pre-observation and post-observation conferences; and

8.07.2 Collaborate in good faith with the evaluator to develop the teacher's professional learning plan under Ark. Code Ann. § 6-17-2806(a) and Section 6.0 of these rules. If a teacher and evaluator cannot agree on the professional learning plan, the evaluator's decision shall be final.

8.07.3 A failure to comply with Section 8.07 of these rules may be reflected in the teacher's evaluation.

8.08 A public school that in the 2012-2013 and 2013-2014 school years uses a nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System may continue to use that system and is deemed to have met the requirements of Section 8.0 of these rules. In order for a public school to continue to use an alternate, nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System beyond the 2013-2014 school year, the public school shall submit the following in writing to the Arkansas Department of Education, Assistant Commissioner for Human Resources and Licensure, by December 31, 2012:

8.08.1 The name of the alternate, nationally recognized system of teacher evaluation and support; and

8.08.2 A brief description of the alternate, nationally recognized system of teacher evaluation and support, including an explanation of how it is substantially similar to the Teacher Excellence and Support System.

8.08.3 The Arkansas Department of Education Assistant Commissioner for Human Resources and Licensure shall, by March 31, 2013, approve or deny the continued use of the alternate, nationally recognized system of teacher evaluation and support beyond the 2013-2014 school year.

Source: Ark. Code Ann. § 6-17-1504 and § 6-17-2808

9.0 ADMINISTRATOR EVALUATIONS

~~The Department of Education shall provide technical assistance to school districts for developing and implementing instruments to evaluate administrators that weight an administrator evaluation on student performance and growth to the same extent as provided for teachers under the Teacher Excellence and Support System.~~

~~Source: Ark. Code Ann. § 6-17-2809~~

12.0 INCORPORATION INTO SCHOOL DISTRICT CONTRACTS AND POLICIES

12.01 Pursuant to Ark. Code Ann. § 6-13-1305, the policy adopted by local school district boards of directors to implement site-based decision making shall address teacher evaluations, professional ~~learning~~ growth plans, and teacher support under the Teacher Excellence and Support System, Ark. Code Ann. § 6-17-2801 et seq.

12.02 Every teacher contract renewed or entered into after July 27, 2011 is subject to and shall reference Title 6, Chapter 17, Subchapter 28 of the Arkansas Code.

Source: Ark. Code Ann. § 6-13-1305 and § 6-17-2808

~~11.0 PROFESSIONAL DEVELOPMENT, LICENSING AND FUNDING~~

~~11.01 Pursuant to Ark. Code Ann. § 6-15-1004, to renew a teaching license, a teacher shall participate in continuing education and professional development:~~

~~11.01.1 Based on the teacher's evaluation and professional learning plan under the Teacher Excellence and Support System;~~

~~11.01.2 As required under Ark. Code Ann. § 6-17-704 and other law; and~~

~~11.01.3 As required by the State Board of Education.~~

~~11.02 Licensed personnel may earn the twelve (12) hours of professional development credit required under Ark. Code Ann. § 6-17-705 through online professional development credit approved by the Department of Education and related to the:~~

~~11.02.1 School district's Arkansas Comprehensive School Improvement Plan; or~~

~~11.02.2 Teacher's professional learning plan under the Teacher Excellence and Support System.~~

~~11.03 A teacher shall complete any missed hours of professional development through professional development that is:~~

~~11.03.1 Substantially similar to the professional development missed and approved by the person responsible for the teacher's summative evaluation under the Teacher Excellence and Support System; and~~

~~11.03.2 Delivered by any method, online or otherwise, approved by the Department of Education under the State Board of Education rules.~~

~~11.04 Funding for professional development for teachers in Arkansas public schools required under the Teacher Excellence and Support System, other law or rule, or by the school district shall be used for professional development activities and materials that:~~

~~11.04.1 Improve the knowledge, skills, and effectiveness of teachers;~~

~~11.04.2 Address the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills;~~

~~11.04.3 Lead to improved student academic achievement; and~~

~~11.04.4 Provide training for school bus drivers as outlined in rules promulgated by the State Board of Education.~~

~~Source: Ark. Code Ann. § 6-15-1004; § 6-17-704; § 6-17-705; and § 6-20-2305~~

13.0 SCHOOL PERFORMANCE REPORT

Beginning with the 2017-2018 school year, for the school year covered by a school performance report pursuant to Ark. Code Ann. § 6-15-1402, the school performance report shall include:

13.01 The total number of teachers who are employed in the public school; and

13.02 Of that total, the number who meet each of the following criteria:

13.02.1 Highly qualified teacher;

13.02.2 Identified as proficient or above under the Teacher Excellence and Support System for the school; and

13.02.3 Certified by the National Board for Professional Teaching Standards.

Source: Ark. Code Ann. § 6-15-1402

~~**13.0 EFFECTIVE DATE**~~

~~Beginning in the 2014-2015 school year, a public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under these rules established by the State Board of Education.~~

~~Source: Ark. Code Ann. § 6-17-2808~~

~~14.0 STUDENT GROWTH MEASURES~~

~~14.01 The following student growth measures will be incorporated into the summative evaluation process and annual overall ratings prior to the implementation of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment system:~~

~~14.01.1 In grades and subjects where growth model data are available, and of sufficient number of students to support reliable inferences, the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) assessments will be used as external assessments in the determination of teacher's ratings.~~

~~14.01.2 No teacher will be designated as Distinguished unless that teacher's summary growth statistics meet or exceed a threshold of growth among all teachers in the state.~~

~~14.01.3 If a teacher's summary growth statistics do not meet the applicable threshold of growth for the two consecutive years immediately preceding the teacher's evaluation, the teacher's summative evaluation determination set forth in Section 5.02.2 of these rules shall be lowered by one performance level.~~

~~14.01.4 For the 2012-2013 school year, the Department of Education shall establish the applicable growth threshold(s) and will disseminate the threshold(s) to all public school districts and open-enrollment charter schools.~~

~~14.01.5 The applicable growth thresholds shall be initially based upon one or more of the following growth models:~~

~~14.01.5.1 The federally-approved Growth-to-Standard Model;~~

~~14.01.5.2 The Student Growth Percentile Model;~~

~~14.01.5.3 The Gains Index Model.~~

~~14.02 In order to allow for further review of the proposed PARCC assessments, the Arkansas Department of Education shall establish applicable growth models following the full implementation of the PARCC assessment system. Beginning with the 2015-2016 school year, the PARCC assessment will be used as the external assessment measure required by these rules and the Teacher Excellence and Support System.~~

~~14.03 The applicable growth models established by the Arkansas Department of Education shall be used for all growth determinations necessary for compliance with these rules and the Teacher Excellence and Support System.~~

MARKUP

SUMMARY OF PROPOSED CHANGES TO ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE TEACHER EXCELLENCE AND SUPPORT SYSTEM

The Department recommends changes to the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System (TESS) to implement Act 709 of the 2013 Regular Session of the Arkansas General Assembly and update other provisions.

Specifically, the substantive proposed changes include:

- Section 1.0 – clarification of the application of the rules
- Section 4.0 – definitions added for annual overall rating, contributing professional, Student-Ordered Assessment Rank (SOAR), and teacher of record; other definitions have been amended
- Section 4.02.2.9 – is added to clarify that teachers may use other evidence of student growth as an artifact.
- Former Section 8 has been moved to Section 5.0, rearranged and updated;
- New Section 5.07 – directs schools to use the new electronic platform provided by the Department for evaluations under TESS
- New Section 6.0 – provides for the annual overall rating for a teacher, including the student growth measure (some of the provisions in the new section were moved from old Section 14.0 and modified)
- Section 7.0 – provisions from old Section 5.0 and Section 8.0 have been moved into this section with some updating. Sections 7.07 and 7.07 reflect changes that arose from using the student growth measure as the external assessment measure that is required by law;
- Old Section 6.0 – is repealed, but old Sections 6.01-6.05 have been moved to new Section 10.0 Professional Growth Plan;
- Section 8.0 – old Sections 6.06-6.07 are now grouped under this new section titled Interim Appraisals;
- Section 9.0 – old Section 6.08 is now under this new section titled Mentoring and Induction
- Section 10.0 – is added to incorporate old Sections 6.01-6.05, as updated, under a new section titled Professional Growth Plan;
- Section 11.0 – is the same as old Section 7.0, with some updating;
- Old Section 8.0 – is repealed and incorporated in new Section 5.0;
- Old Section 9.0 – is repealed and incorporated in new Section 1.02 and updated;
- Section 12.0 – is the same as old Section 10.0;
- Old Section 11.0 – is repealed;
- Section 13.0 – is the same as old Section 12.0;
- Old Section 13.0 – is repealed and incorporated in Section 1.01;
- Old Section 14.0 – is repealed and updated provisions are incorporated in Section 6.03.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

~~**January 2013**~~

1.00 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures concerning the consolidation and annexation of school districts; the administrative consolidation and annexation of school districts; and the distribution of consolidation/annexation incentive funding.

2.00 AUTHORITY

2.01 The State Board of Education (State Board) enacts these rules pursuant to the authority granted by Ark. Code Ann. §§ 6-11-105, 6-13-1401 et seq., 6-13-1601 et seq., 25-15-201 et seq., Act 1073 of 2013 and annual appropriations of the Arkansas General Assembly.

3.00 DEFINITIONS

3.01 "Administrative annexation" means the joining of an affected school district or a part of the school district with a receiving school district;

3.02 "Administrative consolidation" means the joining of two (2) or more school districts to create a new single school district with one (1) administrative unit and one (1) board of directors that is not required to close school facilities;

3.03 "Affected district" means a school district that:

3.03.1 Loses territory or students as a result of annexation or administrative annexation; or

3.03.2 Is involved in a consolidation or administrative consolidation.

3.04 "Aggrieved district" means the lawfully constituted and existing board of directors of a school district that gains or loses territory or students as a result of an annexation, administrative annexation, consolidation, or administrative consolidation;

3.05 "Annexation" means the joining of an affected school district or part thereof with a receiving district;

3.06 "Average daily membership (ADM)" has the same meaning as defined by the Arkansas General Assembly in Ark. Code Ann. § 6-20-2303. ~~means the total number of days attended plus the total number of days absent by students in~~

~~grades kindergarten through twelve (K-12) during the first three (3) quarters of each school year divided by the number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth.~~

~~3.06.1 Students who may be counted for average daily membership are:~~

~~3.06.1.1 Students who reside within the boundaries of the school district and who are enrolled in a public school operated by the school district or a private school for special education students, with their attendance resulting from a written tuition agreement approved by the Department of Education;~~

~~3.06.1.2 Legally transferred students living outside the school district but attending a public school in the school district; and~~

~~3.06.1.3 Students who reside within the boundaries of the school district and who are enrolled in the Arkansas National Guard Youth Challenge Program, so long as the students are participants in the program;~~

3.07 "Consolidation" means the joining of two (2) or more affected school districts or parts thereof to create a new single school district;

3.08 "Debt" means a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the school district.

3.09 "Receiving district" means a school district or districts that receive territory or students, or both, from an affected district as a result of annexation or administrative annexation;

3.10 "Resulting district" means the new school district created from affected districts as a result of consolidation or administrative consolidation.

Source: Ark. Code Ann. §§ 6-13-1401 and 6-13-1601

4.00 CONSOLIDATION AND ANNEXATION AUTHORITY OF THE STATE BOARD

4.01 There shall not be any consolidation or annexation of any public school district with any other school district in the state without the prior consent and approval of the State Board.

Source: Ark. Code Ann. § 6-13-1402

CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

5.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY ANNEX SCHOOL DISTRICTS

5.01 The State Board shall consider the annexation of an affected school district or districts to a receiving district or districts under any of the following conditions:

5.01.1 The State Board, after providing thirty (30) days' written notice to the affected school districts, determines that annexation is in the best interest of the affected district or districts and the receiving district based upon failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.;

5.01.2 The affected district or districts file a petition with the State Board requesting annexation to a particular receiving district or districts, and a copy of the petition is filed with the county clerk's office of each county where the affected district or districts are located;

5.01.2.1 The county clerk's office of each county where the affected district or districts are located certifies in writing that the petition has been signed by a majority of the qualified electors of the affected district or districts; and

5.01.2.2 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided for in Ark. Code Ann. § 6-14-122;

5.01.3 A majority of the qualified electors in the affected district or districts vote to approve the annexation of an affected school district or districts to a receiving district or districts as provided for in Ark. Code Ann. § 6-14-122; and

5.01.3.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or

districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided in Ark. Code Ann. § 6-14-122; or

5.01.4 The local board of education of the affected district or districts votes to approve by resolution the annexation of the affected district or districts to a receiving district or districts by a majority of the members of the local board of education of the affected district or districts; and

5.01.4.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving districts as provided for in Ark. Code Ann. § 6-14-122.

5.02 The State Board may vote to approve, by a majority of a quorum present of the members of the State Board, the annexation of the affected districts into a receiving district:

5.02.1 The State Board, after providing thirty (30) days written notice to the affected districts, may on its own motion based on a school district's failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

5.02.2 Upon receipt of a valid petition for annexation and after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1403(a) and Section 5.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to annex affected districts into a receiving district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

5.03 In order for the petition for annexation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to annex a school district or districts upon a motion of the State Board as allowed in Ark. Code Ann. § 6-13-1403(b) and Section 5.02 of these rules.

5.04 Upon determination by the State Board to annex a school district or approval of a petition requesting annexation, the State Board shall issue an order dissolving the affected district or districts and establishing the receiving district or districts.

5.04.1 The State Board shall issue an order establishing the boundary lines of the receiving district or districts.

5.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the receiving district or districts.

5.05 The State Board shall:

5.05.1 Issue an order establishing the changed boundaries; and

5.05.2 File the order with the:

5.05.2.1 County clerk of each county that contains school district territory of each affected or receiving district;

5.05.2.2 Secretary of State; and

5.05.2.3 Arkansas Geographic Information Office.

5.05.3 The county clerk shall make a permanent record of the order.

5.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

5.05.5 The boundaries established by the State Board pursuant to Ark. Code Ann. § 6-13-1403(e) and Section 5.05 of these rules shall be the boundaries of the receiving district or districts until changes are made according to the provisions of law.

5.06 The State Board shall not annex affected districts into a receiving district or districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for annexation:

5.06.1 The annexation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

5.06.2 The annexation will provide a significant advantage in transportation costs or service to all the school districts involved.

Source: Ark. Code Ann. §§ 6-13-1403, 6-13-1415, & 6-13-1416

6.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY CONSOLIDATE SCHOOL DISTRICTS

6.01 The State Board shall consider the consolidation of affected districts into a new resulting district or districts under the following conditions:

6.01.1 The State Board, after providing thirty (30) ~~days~~ days' written notice to the affected school districts, determines consolidation is in the best interest of the affected districts based upon failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.01.2 The affected districts file a petition with the State Board requesting that the affected districts be consolidated into a resulting district or districts;

6.01.2.1 A copy of the petition has been filed with the county clerk's office of each county where the affected districts are located;

6.01.2.2 The county clerk's office certifies in writing to the State Board that the petition has been signed by a majority of the qualified electors of the affected districts;

6.01.2.3 A majority of the qualified electors in the affected districts votes to approve consolidation of the affected districts into a resulting district or districts pursuant to a valid election as provided in Ark. Code Ann. § 6-14-122; and

6.01.2.4 The local board of directors votes to approve by resolution of a majority of the members of each local board of education the consolidation of the affected districts into a resulting district or districts.

6.02 The State Board:

6.02.1 After providing thirty (30) days written notice to the affected districts, may consolidate school districts upon its own motion based upon a school district's failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.02.2 May vote to approve by a majority of a quorum present of the members of the State Board the consolidation of the affected districts into a resulting district or districts upon receipt of a valid petition for consolidation after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1404(a) and Section 6.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to consolidate affected districts into a resulting district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

6.03 In order for the petition for consolidation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to consolidate a school district or districts on a motion of the State Board as allowed Ark. Code Ann. § 6-13-1404(b) and Section 6.02 of these rules.

6.04 Upon consolidation of a school district by the State Board or approval of a petition requesting consolidation, the State Board shall issue an order dissolving the affected districts and establishing the resulting district or districts.

6.04.1 The State Board shall issue an order establishing the boundary lines of the resulting district or districts.

6.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the resulting district or districts.

6.05 The State Board shall:

6.05.1 Issue an order establishing the changed boundaries; and

6.05.2 File the order with the:

6.05.2.1 County clerk of each county that contains school district territory of each affected or resulting district;

6.05.2.2 Secretary of State; and

6.05.2.3 Arkansas Geographic Information Office.

6.05.3 The county clerk shall make a permanent record of the order.

6.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

6.05.5 The boundaries established under this subsection shall be the boundaries of the resulting district or districts until changes are made according to the provisions of law.

6.06 The State Board shall not consolidate affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for consolidation:

6.06.1 The consolidation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

6.06.2 The consolidation will provide a significant advantage in transportation costs or service to all the school districts involved.

Source: Ark. Code Ann. §§ 6-13-1404, 6-13-1415, & 6-13-1416

7.00 RESULTING DISTRICT SUCCESSOR IN INTEREST – WHEN PART OF DISTRICT TAKEN

7.01 Any receiving or resulting district created under Ark. Code Ann. § 6-13-1407 and Section 7.00 of these rules shall become the successor in interest to the property of the school district dissolved, shall become liable for the contracts and debts of such a school district, and may sue and be sued therefor.

7.02 When territory less than the entire school district is annexed or consolidated to a school district, the receiving or resulting district shall take the property of the

school district from which the territory was taken, as the State Board shall deem proper, and shall be liable for that part of all indebtedness of the school district from which the territory was taken as shall be assigned to it by the State Board unless otherwise approved by a majority vote of the affected school district's or districts' board or boards of directors.

Source: Ark. Code Ann. § 6-13-1407

8.00 ANNEXATION OR CONSOLIDATION NOT TO NEGATIVELY IMPACT STATE-ASSISTED DESEGREGATION

8.01 The State Board shall not order any annexation or consolidation pursuant to Title 6, Chapter 13, Subchapter 14, or any other act or any combination of acts which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in this state.

8.02 Prior to the entry of any order under Title 6, Chapter 13, Subchapter 14, the State Board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to assist a school district or districts in desegregation of the public schools of this state.

8.03 Any order of annexation or consolidation or combination thereof that violates the provisions of Ark. Code Ann. § 6-13-1408 and Section 8.00 of these rules shall be null and void.

Source: Ark. Code Ann. § 6-13-1408

9.00 OTHER STATE BOARD OF EDUCATION DUTIES

9.01 The State Board shall have the following duties regarding consolidations and annexations:

9.01.1 To form local school districts, change boundary lines of school districts, dissolve school districts and annex the territory of those school districts to another school district, create new school districts, and perform all other functions regarding changes in school districts in accordance with the law;

9.01.2 To transfer funds and attach territory that is in no school district to other school districts as may seem best for the educational welfare of the children; and

9.01.3 To enact rules and regulations regarding the consolidation and annexation of school districts pursuant to Title 6 of the Arkansas Code.

9.02 The millage rate of the electors of an affected district shall remain the same until an election may be held to change the rate of taxation for the resulting or receiving district or districts.

Source: Ark. Code Ann. § 6-13-1409

10.00 APPEAL AND ELECTION

10.01 Notwithstanding any other provision of law or rule of the State Board, the decision of the State Board regarding an administrative consolidation, consolidation, administrative annexation, or annexation shall be final with no further right of appeal except that only an aggrieved district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

Source: Ark. Code Ann. § 6-13-1410

11.00 USE OF FUND BALANCES

11.01 Unless otherwise approved by a unanimous vote of the board of directors of the resulting district, the fund balances of any school district that is consolidated, annexed, or otherwise reorganized shall be used by the resulting district solely for the construction of facilities or the operation, maintenance, or support of the schools that were located in the affected school district from which the fund balance was derived if any of the facilities of the affected district from which the fund balance was derived remain open.

11.02 The provisions of Ark. Code Ann. § 6-13-1411 and Section 11.00 of these rules shall not apply if the consolidation or annexation is because of the school district's failure to meet standards for accreditation or failure to meet academic, ~~or~~ fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., ~~or~~ the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., or the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.

Source: Ark. Code Ann. § 6-13-1411

12.00 INVOLUNTARY ANNEXATION OR CONSOLIDATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS

12.01 Ark. Code Ann. § 6-13-1415 and Section 12.00 of these rules apply to the involuntary consolidation or involuntary annexation of a school district made by a motion of the State Board.

12.02 The effective date of an involuntary consolidation or involuntary annexation of a school district shall be the July 1 after the State Board action unless determined otherwise by the State Board.

12.03 The State Board shall establish the terms and conditions of the involuntary consolidation or involuntary annexation that shall govern the affected districts, resulting districts, and receiving districts.

12.04 If the State Board determines that a new permanent board of directors is necessary, the State Board shall prescribe:

12.04.1 The number of members for the new permanent board of directors of the resulting district or receiving district;

12.04.2 The manner of formation of the new permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 and Section 14.00 of these rules; and

12.04.3 Whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation. The election for the new permanent school board of directors may take place during the second school election after the effective date of consolidation or annexation only if the State Board determines that additional time is required to implement singe-member zoned elections.

12.05 If the State Board determines that an interim board of directors is necessary, the State Board shall prescribe:

12.05.1 The number of members for the interim board of directors of the resulting district or receiving district;

12.05.2 The terms of the members of the interim board of directors of the resulting district or receiving district; and

12.05.3 The manner of formation of the interim board of directors of the resulting district or receiving district. The State Board may:

12.05.3.1 Allow the affected districts and receiving districts thirty (30) days to establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student

population of each of the affected districts and receiving districts before consolidation or annexation;

12.05.3.2 Appoint an interim board of directors to govern the resulting or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation; or

12.05.3.3 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board to govern the resulting district or receiving district.

12.06 The State Board may determine that an interim board of directors is not necessary and may order the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.

12.07 An interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

12.07.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1415(d)(1)(C) and Section 12.04.3 of these rules; or

12.07.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the State Board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

12.08 If the State Board allows the local school districts time to establish an interim board of directors, the board of directors of each affected district before the consolidation or each affected district and receiving district before the annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors, subject to approval by the State Board, by:

12.08.1 The voluntary resignation of one (1) or more members of the existing board of directors;

12.08.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or

12.08.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.

12.09 An interim board of directors shall be established by May 31 of the year preceding the effective date of administrative consolidation or administrative annexation under Ark. Code Ann. § 6-13-1603 if the State Board determines that an interim board of directors is necessary.

12.10 A consolidation or annexation order adopted by the State Board shall be filed with the:

12.10.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;

12.10.2 Secretary of State; and

12.10.3 Arkansas Geographic Information Office.

12.11 A consolidation or annexation order shall include a map of the boundaries of the resulting district or receiving district.

12.12 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

Source: Ark. Code Ann. § 6-13-1415

13.00 VOLUNTARY CONSOLIDATION OR ANNEXATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS

13.01 Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules apply to any petition for consolidation or annexation of a school district submitted to the State Board by a school district.

13.02 The effective date of a petition for consolidation or annexation of a school district shall be the July 1 after the State Board approves the consolidation or annexation petition unless the State Board approves an alternative effective date or determines otherwise.

13.03 Each board of directors of an affected district and receiving district shall enter into a written agreement approved by the quorum of the members of each board of directors present and executed by the president and secretary of each school board of directors.

13.03.1 The written agreement may prescribe the effective date of the annexation of the affected district to the receiving district or the effective date of the formation of the resulting district from consolidation of affected districts, subject to approval by the state board.

13.03.2 The written agreement may prescribe the number of members of the permanent board of directors of the resulting district or receiving district and the manner of formation of the permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 or as allowed by law.

13.03.2.1 If the written agreement prescribes the formation of a new permanent board of directors, the written agreement shall specify whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.

13.03.2.2 The election of a new permanent board of directors may take place during the second school election after the effective date of consolidation or annexation only if additional time is necessary to implement single-member zoned elections.

13.04 The written agreement may prescribe for the formation of an interim board of directors, including the number of members, the length of member terms, and the manner of formation as follows:

13.04.1 Establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;

13.04.2 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board of directors; or

13.04.3 Determine that an interim board of directors is not necessary and may designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.

13.05 If the written agreement prescribes the formation of an interim board of directors, the interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

13.05.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1416(c)(3)(B) and Sections 13.03.2.1 and 13.03.2.2 of these rules; or

13.05.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the ~~State Board~~ written agreement may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

13.06 If the written agreement prescribes formation of an interim board of directors, the board of directors of the affected district before the consolidation or the affected district and receiving district before annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors by:

13.06.1 The voluntary resignation of one (1) or more members of the existing board of directors;

13.06.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or

13.06.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.

13.07 If the written agreement in an administrative consolidation or an administrative annexation under Ark. Code Ann. § 6-13-1603 requires the formation of an interim board of directors, the interim board of directors shall be established by May 31 preceding the effective date of the administrative consolidation or administrative annexation.

13.08 An executed copy of the written agreement shall be attached to the petition for consolidation or annexation submitted to the State Board.

13.08.1 If the written agreement is approved by the State Board, the terms of the written agreement shall be binding upon the affected districts, receiving districts, and resulting districts, including the interim and permanent school boards of directors.

13.08.2 A written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules shall not be effective without approval from the State Board.

13.09 A consolidation or annexation petition approved by the State Board along with an executed copy of the written agreement shall be filed with the:

13.09.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;

13.09.2 Secretary of State; and

13.09.3 Arkansas Geographic Information Office.

13.10 An approved consolidation or annexation petition shall include a map of the boundaries of the resulting district or receiving district.

13.11 An approved consolidation or annexation petition filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

Source: Ark. Code Ann. § 6-13-1416

14.00 FORMATION OF A PERMANENT BOARD OF DIRECTORS

14.01 A permanent board of directors shall have either five (5) or seven (7) members unless the school district is allowed to have nine (9) members under Ark. Code Ann. § 6-13-604.

14.02 The length of the terms of the board of directors may be for the time period prescribed by law and:

14.02.1 Prescribed in the written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules; or

14.02.2 Determined by the permanent board of directors.

14.03 At the first meeting of the permanent board of directors, the members shall determine the terms of the board of directors by lot so that not more than two (2) members' terms expire during any one (1) year.

14.04 A vacancy on the board of directors shall be filled as prescribed by law.

14.05 If single-member election zones are not necessary to comply with the Voting Rights Act of 1965 or with any other federal or state law, any or all of the members of the permanent board of directors may be elected at large.

14.06 A minimum of five (5) members of a permanent board of directors shall be elected from single-member election zones if one (1) or more of the following applies:

14.06.1 Single-member election zones are required to comply with the Voting Rights Act of 1965 or other federal law;

14.06.2 The resulting district or receiving district after consolidation or annexation is required to be zoned under Ark. Code Ann. § 6-13-631 or other state law; or

14.06.3 The boards of directors of the affected districts before consolidation or the boards of directors of the affected districts and receiving districts before annexation agree that the permanent board of directors shall be elected from single-member election zones.

14.07 If single-member election zones are necessary to comply with the Voting Rights Act of 1965, other federal law, or state law, the resulting district or receiving district shall:

14.07.1 Review the demographic makeup and boundaries of the zones based on the latest decennial census data of the resulting district or receiving district after consolidation or annexation and rezone the resulting district or receiving district as necessary to comply with the Voting Rights Act of 1965, other federal law, or state law;

14.07.2 Complete the election rezoning no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation; and

14.07.3 ~~File a digital map detailing the election zone boundaries of the resulting district or receiving district with the Secretary of State and the Arkansas Geographic Information Office in a format prescribed by the Arkansas Geographic Information Office no~~ No later than one hundred twenty (120) calendar days before the

second school election following the effective date of the consolidation or annexation, file a digital map, in a format prescribed by the Arkansas Geographic Information Office, detailing the election zone boundaries of the resulting district or receiving district with the:

14.07.3.1 Secretary of State;

14.07.3.2 Arkansas Geographic Information Office; and

14.07.3.3 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district.

Source: Ark. Code Ann. § 6-13-1417

ADMINISTRATIVE CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

15.00 ADMINISTRATIVE CONSOLIDATION LIST

15.01 By January 1 of each year, the Department of Education shall publish a:

15.01.1 List of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year; and

15.01.2 Consolidation list that includes all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two (2) school years immediately preceding the current school year.

Source: Ark. Code Ann. § 6-13-1602

16.00 ADMINISTRATIVE REORGANIZATION

16.01 Any school district included in the Department of Education's consolidation list under Ark. Code Ann. § 6-13-1602 may voluntarily agree to administratively consolidate with or be annexed to another school district or districts in accordance with the requirements and limitations of Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules.

16.02 Any school district on the consolidation list choosing to voluntarily administratively consolidate or annex shall submit a petition for approval to the State Board by March 1 immediately following publication of the list and shall set forth the terms of the administrative consolidation or annexation agreement in the petition. If the petition is approved by the State Board, the administrative consolidation or annexation shall be completed by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.

16.03 Any school district on the consolidation list that does not submit a petition under Ark. Code Ann. § 6-13-1603(a)(2)(A) or Section 16.02 of these rules, or that does not receive approval by the State Board for a voluntary consolidation or annexation petition, shall be administratively consolidated by the State Board with or into one (1) or more school districts by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.

16.04 The State Board shall promptly consider petitions or move on its own motion to administratively consolidate a school district on the consolidation list in order to

enable the affected school districts to reasonably accomplish any resulting administrative consolidation or annexation by July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.

16.05 The State Board shall not deny the petition for voluntary administrative consolidation or annexation of any two (2) or more school districts unless:

16.05.1 The provisions contained in the articles of administrative consolidation or annexation would violate state or federal law; or

16.05.2 The voluntary consolidation or annexation would not contribute to the betterment of the education of students in the school district.

16.06 Any school district required to be administratively consolidated under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules shall be administratively consolidated in such a manner as to create a resulting district with an average daily membership meeting or exceeding three hundred fifty (350).

16.07 All administrative consolidations or annexations under Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state.

16.08 In the administratively consolidated or annexed school districts created under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules, the ad valorem tax rate shall be determined as set forth under Ark. Code Ann. § 6-13-1409 and Section 9.00 of these rules.

16.09 Nothing in Ark. Code Ann. § 6-13-1603 or Section 16.00 of these rules shall be construed to require the closing of any school or school facility.

16.10 No administratively consolidated or annexed resulting or receiving school district shall have more than one (1) superintendent.

16.11 Any school district not designated as being in academic or fiscal distress for the current school year and previous two (2) school years that administratively receives by consolidation or annexation a school district designated by the State Board as being in academic or fiscal distress at the time of consolidation or annexation shall not be subject to academic or fiscal distress sanctions for a period of three (3) years from the effective date of consolidation unless:

16.11.1 The school district fails to meet minimum teacher salary requirements; or

16.11.2 The school district fails to comply with the Standards for Accreditation of Arkansas Public Schools and School Districts issued by the Department of Education.

16.12 Noncontiguous school districts may voluntarily consolidate if the facilities and physical plant of each school district:

16.12.1 Are within the same county, and the State Board approves the administrative consolidation; or

16.12.2 Are not within the same county, and the State Board approves the administrative consolidation or administrative annexation and finds that:

16.12.2.1 The administrative consolidation or administrative annexation will result in the overall improvement in the educational benefit to students in all of the school districts involved; or

16.12.2.2 The administrative consolidation or administrative annexation will provide a significant advantage in transportation costs or service to all of the school districts involved.

16.13 Contiguous school districts may administratively consolidate even if they are not in the same county.

16.14 The provisions of Ark. Code Ann. §§ 6-13-1415 through 6-13-1417, and Sections 12.00 through 14.00 of these rules, shall govern the board of directors of each resulting district or receiving district created under this Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules.

Source: Ark. Code Ann. § 6-13-1603

17.00 DEVELOPMENT OF PLAN TO TRACK STUDENT PROGRESS

17.01 Following the administrative consolidation or administrative annexation under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 1, 2004, each receiving district or resulting district and the Department of Education shall develop a plan to track the educational progress of all students from the affected district and the following subgroups of those students:

17.01.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;

17.01.2 Economically disadvantaged students;

17.01.3 Students from major racial and ethnic groups; and

17.01.4 Specific population groups as identified by the State Board, the Department of Education, the affected district, or the receiving district as target groups for closing the achievement gaps.

17.02 The receiving or resulting district shall obtain and retain all student records from the affected district for the five (5) years immediately preceding the administrative consolidation or administrative annexation, specifically including, but not limited to:

17.02.1 Individual student records;

17.02.2 Attendance records;

17.02.3 Enrollment records;

17.02.4 Assessment records for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., specifically including benchmark assessments and end-of-course assessments; and

17.02.5 American College Test (ACT) and Standardized Aptitude Test (SAT) results and records.

17.03 The school district shall report to the Department of Education information determined by the Department of Education as necessary to track the educational progress of all students from the affected district as a subgroup and the following subgroups of those transferred students:

17.03.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;

17.03.2 Economically disadvantaged students; and

17.03.3 Students from major racial and ethnic groups.

17.04 By November 1 of each year, the Department of Education shall file a written report with the Governor, the chair of the House Interim Committee on Education, the chair of the Senate Interim Committee on Education, and the secretary of the Legislative Council assessing the educational progress of all students from the

affected district as a subgroup and the following subgroups of those transferred students:

17.04.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;

17.04.2 Economically disadvantaged students; and

17.04.3 Students from major racial and ethnic groups.

Source: Ark. Code Ann. § 6-13-1606

18.00 RETENTION OF HISTORICAL RECORDS AND DOCUMENTS

18.01 Following the annexations or consolidations under Ark. Code Ann. § 6-13-1601 et seq. effective prior to December 1, 2004, and prior to any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving or resulting school district shall obtain and retain all student and historical records and documents from the affected school district, specifically including, but not limited to:

18.01.1 Student transcripts;

18.01.2 Graduation records;

18.01.3 Minutes and other legal documents of the local board of directors;

18.01.4 Maps or boundary documents;

18.01.5 Sports records, trophies, and awards;

18.01.6 Employee records; and

18.01.7 Financial records.

Source: Ark. Code Ann. § 6-13-1607

19.00 AUDIT REQUIRED

19.01 The Division of Legislative Audit shall conduct a comprehensive financial review of all the school district's financial matters for any school that is involved in administrative consolidation or administrative annexation or is otherwise reorganized by the State Board.

19.02 The comprehensive financial review shall begin no less than ten (10) days after the earliest of:

19.02.1 The publication of the district's name on the consolidation and annexation list under Ark. Code Ann. § 6-13-1602;

19.02.2 The filing of a petition for voluntary administrative consolidation or administrative annexation; or

19.02.3 The adoption of a motion by the State Board to consolidate, annex, or otherwise reorganize a school district designated as being in academic or fiscal distress.

19.03 Beginning on the date of publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 16.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require those school districts to have accurate records necessary to close all books within sixty (60) days after the end of the fiscal year.

19.03.1 No contract or other debt obligation incurred by a school district for which the department has oversight authority under Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules shall be valid or enforceable against a resulting school district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

19.04 Any school that is involved in an administrative consolidation or administrative annexation shall have an audit started within thirty (30) days of the completion of the closing of the books by the school district.

19.05 The Department of Education and the Division of Legislative Audit shall jointly develop the scope and details of the comprehensive fiscal review consistent with the requirements of Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules.

19.06 A school district may not incur debt without the prior written approval of the Department of Education if the school district is identified by the Department of Education under Ark. Code Ann. § 6-13-1602(1) and Section 15.01.1 of these rules as having fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year.

Source: Ark. Code Ann. § 6-13-1608

20.00 PRESERVATION OF HISTORICAL SCHOOL ARTIFACTS

20.01 Following the administrative consolidations or administrative annexations under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving district or resulting district shall obtain, retain, preserve, and, as appropriate, display historical artifacts of the affected district in the same manner as if the historical artifacts were those of the receiving district or resulting district.

Source: Ark. Code Ann. § 6-13-1609

21.00 FINANCIAL RELIEF FOR DEBTS ACQUIRED AS A RESULT OF INVOLUNTARY CONSOLIDATIONS

21.01 As used in Section 21.00 of these rules:

21.01.1 "Accounts payable" means a debt owed by a school district on June 30 immediately prior to administrative consolidation, excluding bonded indebtedness or other long-term debt;

21.01.2 "Act 60 school district" means a school district that was on the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules and was involuntarily consolidated under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules;

21.01.3 "Available funding" means funds that are available to a school district for paying accounts payable or are reasonably expected to be collected and available for payment of accounts payable;

21.01.4 "Excess accounts payable" means accounts payable of an Act 60 school district that exceed available funding; and

21.01.5 "Improper expenditure exceptions" means an erroneous expenditure of federal or state funds that is noted as an audit exception and has been determined by the Department of Education to require an expenditure of funds by the resulting school district to be correct.

21.02 If on July 1, 2004, or thereafter, the State Board required an involuntary administrative consolidation under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules and the resulting district assumed excess accounts payable or improper expenditure exceptions incurred by the Act 60 school district before the July 1 administrative consolidation date that would have caused deficit spending

if paid from the funds of the Act 60 district, the Department of Education shall provide supplemental funding to the resulting district.

21.03 The amount of the supplemental funding provided under Ark. Code Ann. § 6-13-1610(b) and Section 21.02 of these rules shall be equal to the amount of the excess accounts payable and improper expenditure exceptions assumed by the resulting school district.

21.03.1 The amount of accounts payable, excess accounts payable, improper expenditure exceptions, and available funding shall be determined by the Department of Education based on information provided in a final audit and other verifiable fiscal information available to the Department of Education.

21.03.2 The audit of an Act 60 school district required under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be completed within the time under Ark. Code Ann. § 6-20-1801(d) for school districts in fiscal distress.

21.03.3 No supplemental funding shall be paid under this section until after completion of a final audit by the Division of Legislative Audit or a private certified public accountant that may conduct school district audits under Ark. Code Ann. § 6-20-1801.

21.04 Beginning on the date of the publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require these school districts to have accurate records necessary to close all books within sixty (60) days of the end of the fiscal year.

21.04.1 No contract or other debt obligation incurred by a school district for which the Department of Education has oversight authority under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be valid or enforceable against a resulting district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

Source: Ark. Code Ann. § 6-13-1610

22.00 ANNUAL REPORTS

22.01 By October 1 of each year, the resulting district or receiving district of any school district that was administratively consolidated or administratively annexed under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] shall file a written report with the House Interim Committee on

Education, the Senate Interim Committee on Education, and the Department of Education indicating:

22.01.1 What efforts were made and the results of those efforts for inclusion of parents from the affected district in the receiving district's or the resulting district's activities, including without limitation:

22.01.1.1 Parent-teacher associations;

22.01.1.2 Booster clubs; and

22.01.1.3 Parent involvement committees;

22.01.2 The number and percentage of students from the affected districts participating in an extracurricular activity, itemized by each extracurricular activity offered by the school district and, for each activity, which school district the student attended before reorganization; and

22.01.3 The employment status of each administrator by name, gender, and race before the administrative annexation or administrative consolidation, which school employed the administrator before administrative consolidation, and his or her employment status in the receiving district or the resulting district.

22.02 The Department of Education shall develop or approve a survey to be used by the resulting or receiving districts to capture perceptual data from parents and students regarding their opinions on:

22.02.1 Opportunities for inclusion or participation in the resulting or receiving district; and

22.02.2 The efforts, if any, that were made to include parents from the affected district in the receiving or resulting district's activities, including, but not limited to, parent-teacher associations, booster clubs, and parent involvement committees.

Source: Ark. Code Ann. § 6-13-1611

23.00 ACADEMIC SUPPORT CENTERS

23.01 The purpose of Ark. Code Ann. § 6-13-1612 and Section 23.00 of these rules is to:

23.01.1 Prevent students who attend administratively consolidated or administratively annexed schools from returning home to communities with little or no opportunities for supplemental academic support;

23.01.2 Increase opportunities for access to library materials, academic resource materials, and educational technology for these students within their local communities; and

23.01.3 Help advance academic performance for these students by providing opportunities for homework and tutorial assistance based on the Arkansas curriculum frameworks.

23.02 An academic support center may be established in communities whose schools have been closed by administrative consolidation or administrative annexation under Title 6, Chapter 13, Subchapter 16 of the Arkansas Code to fulfill the objectives identified in Ark. Code Ann. § 6-13-1612(a) and Section 23.00 of these rules.

23.03 The Department of Education shall report annually to the House Interim Committee on Education and the Senate Interim Committee on Education regarding the establishment of academic support centers and their effectiveness.

Source: Ark. Code Ann. § 6-13-1612

CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

24.00 DEFINITIONS APPLICABLE TO CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

For the purposes of Sections 24.00 through 26.00 of these rules, the following definitions apply:

24.01 "Annexation" includes both Annexation and Administrative Annexation as defined in Section 3.00 of these Rules.

24.02 "Consolidation" includes both Consolidation and Administrative Consolidation as defined in Section 3.00 of these Rules.

24.03 "Foundation Funding" means an amount of money specified by the General Assembly for each school year to be expended by school districts for the provision of an adequate education for each student.

24.04 "Per Student Foundation Funding Amount" means a dollar amount established by the General Assembly to be multiplied by the ADM of the previous school year for the district foundation funding.

24.05 "Funding Factor" means a factor established by the Arkansas Department of Education (Department) to ensure that the calculated funding does not exceed the funds available for consolidation/annexation incentive funding.

25.00 GUIDELINES FOR THE DISTRIBUTION OF CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

25.01 The distribution of consolidation and annexation incentive funding is dependent upon appropriation and funding by the Arkansas General Assembly.

25.02 Consolidation/annexation incentive funding shall be determined as follows:

25.02.1 One hundred percent (100%) of the incentive allowance computed as provided in these rules shall be in addition to the school district's aid the first year of consolidation/annexation. The second year of consolidation/annexation the district shall receive fifty percent (50%) of the consolidation/annexation incentive funding received by the district in the previous year in addition to other state aid. Beginning in the third year and each year thereafter no consolidation/annexation incentive funding shall be provided. The consolidation/annexation incentive is intended to supplement the customary state aid the districts would have received had the consolidation/annexation not occurred.

25.02.2 For those school districts not required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).

25.02.3 For those school districts required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable three hundred (300).

25.02.4 For those school districts not required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) districts are annexed to a third school district, multiply the total prior year ADM of the two (2) smaller districts by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is four hundred (400).

25.02.5 For those school districts required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) smaller districts are annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable three hundred (300).

25.02.6 For those school districts not required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the total prior year ADM of all except the largest district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is five hundred (500).

25.02.7 For those school districts required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the prior year ADM of the smaller district by per student the foundation funding amount, then by the funding factor, where

the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).

25.02.8 If a district is annexed by multiple school districts, the incentive funding shall be computed as in Sections 25.02.1 through 25.02.7 above. The incentive funding shall then be prorated among the receiving districts based upon the percentage of the annexed district's ADM received by each receiving district.

26.00 GENERAL REQUIREMENTS

26.01 Consolidation/annexation incentive funding shall be distributed to either the resulting district(s) established after consolidation or the receiving district(s) after annexation.

26.02 Any district that has received consolidation/annexation incentive funds and subsequently dissolves shall be liable to the Department of Education for the full or apportioned amount of incentive funding received if any of the following conditions result due to the dissolution:

26.02.1 Districts are formed with substantially the same boundaries as the former districts prior to consolidation or annexation;

26.02.2 The ability of any district to desegregate or remain desegregated is inhibited;

26.02.3 The ability of the State to ensure that students are provided a quality education in an efficient manner is inhibited.

26.03 Any repayment due, as required in Section 26.02 above, shall be paid from the assets of the district prior to dissolution of the district. The Department of Education may withhold, from any state funding due the district, the amount of repayment funds or a portion thereof.

26.04 In the event full repayment is not made as required under Section 26.02 above, the Department of Education shall withhold from those districts that are formed as a result of the dissolution, future state funding in the amount of the repayment owed. The repayment shall be apportioned among the districts on a per ADM basis unless the Department of Education determines that such apportionment would be inequitable. In such case, the State Board shall apportion the repayment among the districts upon an equitable basis.

27.00 STATE BOARD HEARING PROCEDURES – VOLUNTARY CONSOLIDATIONS AND ANNEXATIONS

27.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

27.02 The spokesperson(s) for the petitioning school districts shall have a total of twenty (20) minutes to present the school districts' remarks. The State Board may allow more than twenty (20) minutes if necessary.

27.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

27.04 The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

27.05 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

27.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.

27.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

27.08 The State Board shall issue a written order concerning the matter.

28.00 STATE BOARD HEARING PROCEDURES – INVOLUNTARY CONSOLIDATIONS AND ANNEXATIONS

28.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

28.02 The spokesperson(s) for the Department of Education shall have a total of twenty (20) minutes to present the Department of Education's remarks. The State Board may allow more than twenty (20) minutes if necessary.

28.03 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

28.04 The spokesperson(s) for the Department of Education shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

28.05 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.

28.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.

28.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

28.08 The State Board shall issue a written order concerning the matter.

ATTACHMENTS PERTAINING TO ANNEXATIONS AND CONSOLIDATIONS OF SCHOOL DISTRICTS (NON-ADMINISTRATIVE)

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY INTO THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR ANNEXATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the annexation of the petitioning affected school district(s) into the petitioning receiving _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to annex the _____ School District(s) into the receiving _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to annex the Petitioners into the receiving _____ School District. Said public notice of intent to annex (was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving _____ School District shall elect ____ local board members in compliance with Ark Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

_____

_____

_____

_____

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, and that there shall be only one local school board and one local superintendent of the receiving _____ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the _____ School District(s) of _____ County into the receiving _____ School District of _____ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving _____ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its Order with the County Clerks of _____ and _____ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

_____
President, School Board Date

_____School District

_____County

By: _____

Superintendent Date

_____

President, School Board Date

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CONSOLIDATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY AND THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR CONSOLIDATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the consolidation of the Petitioners into the resulting _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the _____ and _____ School District(s) into the resulting _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting _____ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the

affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned consolidation, the resulting _____ School District shall elect ____ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

_____

_____

_____

_____

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, and that there

shall be only one local school board and one local superintendent of the resulting _____ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school districts, which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the _____ School District(s) of _____ County and the _____ School District of _____ County into the resulting _____ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that it file its Order with the County Clerks of the _____ and _____ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

_____School District

_____ County

By: _____
Superintendent Date

_____
President, School Board Date

_____School District

_____County

By: _____
Superintendent Date

_____
President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the _____ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on _____, 20___, wherein a quorum was present and a majority of the board membership voted to approve the consolidation/annexation of the _____ School District with the _____ School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the _____ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

_____ School District

of _____ County

By: _____
Superintendent Date

By: _____
President, School Board Date

EXHIBIT D

AFFIDAVIT CONCERNING DESEGREGATION ORDERS

COMES NOW the _____ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the _____ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, 20_____.

_____
Superintendent

COUNTY of _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, 20_____.

_____
Notary Public

My Commission expires:

_____

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

ATTACHMENTS PERTAINING TO ADMINISTRATIVE ANNEXATIONS AND CONSOLIDATIONS OF SCHOOL DISTRICTS

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY INTO THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR VOLUNTARY ADMINISTRATIVE ANNEXATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the voluntary administrative annexation of the petitioning affected school district(s) into the petitioning receiving _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to annex the _____ School District(s) into the receiving _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, (submit only if public notice was published in the newspaper) proof of public notice of intent to petition this Board to annex the Petitioners into the receiving _____ School District. Said public notice of intent to annex (was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less

than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the _____ school year were _____ and _____ for the _____ School District and _____ and _____ for the _____ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of _____ for the _____school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving _____ School District shall elect ____ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

6. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

_____

_____

_____

_____

7. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

8. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, _____, and that there shall be only one local school board and one local superintendent of the receiving _____ School District.

9. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the _____ School District(s) qualify as an isolated school as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

10. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

11. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the _____ School District(s) of _____ County into the receiving _____ School District of _____ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving _____ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its

Order with the County Clerks of _____ and _____ Counties, Arkansas, with the Secretary of State and with the Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

_____
President, School Board Date

_____School District

_____County

By: _____
Superintendent Date

_____
President, School Board Date

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CONSOLIDATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY AND THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR VOLUNTARY ADMINISTRATIVE CONSOLIDATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the voluntary administrative consolidation of the Petitioners into the resulting _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq. , the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the _____ and _____ School District(s) into the resulting _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, (submit only if public notice was published in the newspaper) proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting _____ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the _____ school year were _____ and _____ for the _____ School District and _____ and _____ for the _____ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of _____ for the _____ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. Pursuant to Ark. Code Ann. § 6-13-1416, the Petitioners submit that this petitioned consolidation is pursuant to Ark. Code Ann. § 6-13-1602 and that an interim local board of seven (7) board members in accord with Ark. Code Ann. § 6-13-1416 shall be established by _____, and the interim board shall be made up of board members of the affected former districts in proportion to the student's population in the former affected districts.

6. The Petitioners submit that at the first regular school election following the petitioned consolidation, the resulting _____ School District shall elect ____ local board members by zoned elections in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

7. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

_____

_____

_____

_____

8. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

9. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, _____, and that there shall be only one local school board and one local superintendent of the resulting _____ School District.

10. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the _____ School District(s) qualify as isolated schools as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

11. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district, which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

12. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the _____ School District(s) of _____ County and the _____ School District of _____ County into the resulting _____ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that if file its Order with the County Clerks of the _____ and _____ Counties, Arkansas, the Secretary of State and the Arkansas Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

_____
President, School Board Date

_____School District

_____County

By: _____
Superintendent Date

_____
President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the _____ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on _____, _____, wherein a quorum was present and a majority of the membership voted to approve the consolidation/annexation of the _____ School District with the _____ School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the _____ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

_____ School District

of _____ County

By: _____
Superintendent Date

By: _____
President, School Board Date

Exhibit C

AFFIDAVIT OF AVERAGE DAILY MEMBERSHIP

COMES NOW the affiant, _____, Superintendent of the _____ School District, and having been duly sworn, states under oath as follows:

1. The average daily membership (ADM) of the _____ School District, as that term is defined in Ark. Code Ann. § 6-13-1601(4), was _____ students for the _____ school year and _____ students for the _____ school year.

2. The combined average daily membership of the affected school districts was _____ for the _____ school year, an average daily membership meeting or exceeding three hundred fifty (350) total students.

FURTHER, affiant says not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

_____
Superintendent

County of _____
State of Arkansas

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

_____
Notary Public

My Commission expires:
_____

Exhibit E

AFFIDAVIT OF ISOLATED SCHOOL STATUS

Comes the affiant, _____, Superintendent of the _____ School District, and having been duly sworn, states under oath as follows:

1. My name is _____. I am the Superintendent of the _____ School District.

2. My business address is _____.

3. I am aware that pursuant to Ark. Code Ann. § 6-20-601 a school district must meet four (4) of five (5) criteria to qualify as an isolated school.

4. I am aware that pursuant to Ark. Code Ann. § 6-20-602 an isolated school must qualify as an isolated school district under Ark. Code Ann. § 6-20-601 prior to the administrative consolidation or annexation petitioned for herein.

5. I hereby submit that prior to the effective date of the administrative consolidation or annexation, the _____ School District qualified as an isolated school district and, therefore, is entitled to the rights and privileges conferred on an isolated school pursuant to Ark. Code Ann. § 6-20-602.

6. I hereby declare that the _____ School District qualifies for isolated status because the school district meets the following list of at least four (4) of the five (5) criteria of being an isolated school district: *(circle appropriate responses and provide relevant data in the blanks)*

a. There is a distance of twelve (12) miles or more by hard-surfaced highway from the high school of the district to the nearest adjacent high school in an adjoining district. The distance is _____.

b. The density ratio of transported students is less than three (3) students per square mile of area. The density ratio is _____.

c. The total area of the district is ninety-five (95) square miles or greater. The total area is _____ square miles.

d. Less than fifty percent (50%) of bus route miles are on hard-surfaced roads. The percent of bus route miles on hard-surface roads is _____.

e. There are geographic barriers such as lakes, rivers, and mountain ranges which would impede travel to schools that otherwise would be appropriate for consolidation, cooperative programs, and shared services. The geographic barriers are _____.

7. Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

_____
Superintendent

COUNTY OF _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

_____
Notary Public

My Commission expires:

_____

EXHIBIT F

AFFIDAVIT CONCERNING DESEGREGATION ORDERS

COMES NOW the _____ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the _____ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

_____
Superintendent

COUNTY of _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

_____
Notary Public

My Commission expires:
_____

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING SCHOOL DISTRICT REQUIREMENTS FOR PERSONNEL POLICIES, SALARY SCHEDULES, MINIMUM SALARIES, AND DOCUMENTS POSTED TO DISTRICT WEBSITES

1.00 REGULATORY AUTHORITY

1.01 These rules ~~and regulations~~ shall be known as the Arkansas Department of Education Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (Rules).

1.02 The Rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-11-105, § 6-11-129, § 6-17-201, § 6-17-207, § 6-17-807 § 6-17-2203, § 6-17-2301, § 6-17-2402, and §6-17-2403. ~~and Act 989 of 2011.~~

2.00 PURPOSE

The purpose of these Rules is to apprise districts of the requirements for publishing school district classified and licensed personnel policies, salary schedules, establishing minimum salaries, and other documents mandated to be posted to the district's website.

3.00 DEFINITIONS

3.01 Basic Contract means a teacher employment contract for one hundred ninety (190) days that includes ten (10) days of professional development.

3.02 Classified Employee means any employee who performs work for the school district under a written annual contract in a position that does not require a valid teaching license issued by the Arkansas State Board. ~~*Classified employees generally fall into one of five classifications: 1) Maintenance, operation, and custodians; 2) Transportation; 3) Food service; 4) Secretary and clerks; and 5) Aides and paraprofessionals.*~~

3.03 Classified Employee Minimum Salary is the calculation of the minimum rate listed in Ark. Code Ann. §6-17-2203 that has been adjusted by the same percentage of increase as reported in the consumer price index each year. The adjusted rate is announced prior to July 1 each year in a Commissioner's memo.

3.04 Classified Personnel Policies are written district policies, guidelines, regulations, and procedures that pertain to the terms and conditions of a classified employee's employment with the district.

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3.05 Classified Salary Schedule is a set of matrices that are updated and published each school year, which contains the minimum salaries for all ~~*five classifications of*~~ classified employees and includes ranges, steps, and rates of pay. The salary schedule is required to reflect the actual pay practices of the district.

3.06 Full Time Classified Employee means any classified employee contracted to work twenty (20) or more hours per week.

3.07 Licensed Employee is a person hired by the local school district who is compelled by law or regulation to secure a license from the State Board of Education.

3.08 Licensed Personnel Policies are written district policies, guidelines, regulations, and procedures that pertain to the terms and conditions of a licensed employee's employment with the district.

3.09 Licensed Salary Schedule is a set of matrices that are updated and published each school year that contains the minimum salary licensed employees earn based on number of years of experience, education degrees, computations for extended contracts, and salary supplements for additional duties or responsibilities. The salary schedule is required to reflect the actual pay practices of the district.

3.10 Teacher means an individual who is required to hold a teaching license from the Department of Education and who is engaged directly in instruction with students in a classroom setting for more than seventy percent (70%) of the individual's contracted time; a guidance counselor; or a librarian.

3.11 Website is a set of interconnected webpages, including a homepage, generally located on the same server. It is prepared and maintained as a collection of information by a person, group, or organization.

4.00 LICENSED PERSONNEL POLICIES AND SALARY SCHEDULES

4.01 School districts shall have a set of written licensed personnel policies.

4.02 The licensed personnel policies shall include, but are not limited to, the following:

4.02.1 The licensed salary schedule;

4.02.2 Benefits;

4.02.3 Compensation;

4.02.4 Designation of workdays;

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4.02.5 Holidays and non-instructional days;

4.02.6 The annual calendar;

4.02.7 Methods of evaluations;

4.02.8 Extra duties;

4.02.9 Leave;

4.02.10 Grievances;

4.02.11 Dismissal or nonrenewal;

4.02.12 Reduction in force; and

4.02.13 Assignment of teacher aides.

4.03 The licensed personnel policies and salary schedules must be posted to the ~~D~~district's website no later than September 15 each year. The district must keep a copy of the licensed salary schedule and personnel policies, signed by the president of the school board and retained in a central location.

4.04 The district shall make ~~should place an obvious hyperlink, button, or menu item on the Website homepage that links directly to the current year~~ licensed personnel policies and salary schedules easily accessible on its website through an easily-identifiable direct link titled "State-Required Information" in accordance with 9.03.

4.05 The district is required to provide to the Arkansas Department of Education, no later than September 15 of each year, the website address where the licensed personnel policies and salary schedules are located. This information is currently collected in state reporting cycles 1-9. The website address must be entered correctly in each cycle, especially if there are changes to the website address.

4.06 A district failing to meet the above requirements will not receive in any year any additional state foundation funding from the Public School Fund until the licensed personnel policies and salary schedules are posted to the district's website.

4.07 The Arkansas Department of Education shall not accredit a district that does not have written licensed personnel policies.

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4.08 The Arkansas Department of Education will notify any school district that has not ~~filed~~ posted its licensed personnel policies and salary schedules on the district's website or provided the Department with the website address as required.

5.00 CLASSIFIED PERSONNEL POLICIES AND SALARY SCHEDULES

5.01 School districts shall have a set of written personnel policies, including the salary schedule for at least all five classifications of classified employees as listed in 3.02.

5.02 The personnel policies shall include, but are not limited to:

5.02.1 Salary schedule, fringe benefits, and other compensation issues;

5.02.2 Annual school calendar, including work days and holidays;

5.02.3 Evaluation procedures;

5.02.4 Leave;

5.02.5 Grievance procedures;

5.02.6 Termination, nonrenewal, or suspension

5.02.7 Reduction in force; and

5.02.8 Assignments.

5.03 School districts must post classified personnel policies and salary schedules~~,~~ ~~signed by the president of the school board,~~ to the district's website no later than September 15 each year. The district shall maintain in a central records location a written copy of the policies signed by the president of the district's board of directors.

5.04 The district shall make ~~place should place an obvious hyperlink, button, or menu item on the Web homepage that links directly to the current year~~ classified personnel policies and salary schedules easily accessible on its website through an easily-identifiable direct link titled "State-Required Information" in accordance with 9.03.

5.05 The district is required to provide to the Arkansas Department of Education, no later than September 15 of each year, the website address where the classified personnel policies and salary schedules are located. This information is currently collected in state reporting cycles 1-9. The website address must be

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entered correctly in each cycle, especially if there are changes to the website address.

5.06 A district failing to meet the above requirements will not receive in any year any additional state foundation funding from the Public School Fund until the classified personnel policies and salary schedules are posted to the district's website.

5.07 The Arkansas Department of Education shall not accredit a district that does not have written classified personnel policies.

5.08 The Arkansas Department of Education will notify any school district that has not ~~filed~~ posted its classified personnel policies and salary schedules on the district's website or provided the Department with the website address as required.

6.00 LICENSED EMPLOYEE MINIMUM SALARY

6.01 The district salary schedule shall provide:

6.01.1 Annual increments for education and experience.

6.01.2 A base salary for a teacher with a BA degree listing salary increments each year for at least 15 years of experience.

6.01.3 A minimum salary for a teacher with a master's degree listing salary increments each year for at least fifteen years of experience.

6.02 Each school district shall have a salary schedule with at least the minimum levels of compensation for a basic contract as listed in Ark. Code Ann. § 6-17-2403(b).

6.03 The teaching experience is the total years of experience as a teacher with a valid Arkansas teaching license and teaching at any of the following:

6.03.1 A public school accredited by the Department of Education or a nationally recognized accrediting association;

6.03.2 Private school within the state of Arkansas accredited by a nationally recognized accrediting association;

6.03.3 An Institution of higher education within the State of Arkansas accredited by a nationally recognized higher education institution accrediting association; or

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6.03.4 A facility operated by the Division of Youth Services or any facility contracting with the division to provide care for juveniles committed to the division.

7.00 ADDITIONAL PAY

7.01 If a teacher is required to work more days than listed in their contract, then the pay under the contract shall be increased proportionately so that the teacher will receive at least a daily rate of pay for each additional day worked.

7.02 Each school district shall establish a normal base contract period for teachers.

7.03 If the base contract period is increased, the teacher's pay under the contract shall be increased proportionately at no less than the daily rate for each day added to the contract.

7.04 The provisions of sections 7.01, 7.02, and 7.03 shall not apply to separate contracts for employment with a teacher to teach summer school or to perform services that do not require the teacher to hold a teaching license.

7.04.1 Such services require a separate contract and the district shall not condition initial employment of the teacher or renewal of the teacher's regular teaching contract on entering into a separate contract.

7.05 A district may employ a teacher in a part time contract to perform services in the teacher's area of certification after expiration of the normal base contract as long as the teacher is agreeable and is paid in accordance with the salary schedule, on a pro rata basis for that work.

8.00 CLASSIFIED EMPLOYEE MINIMUM SALARY

8.01 For the 2011-2012 school year, a full-time contracted classified employee (working 20 hours a week or more) shall receive an hourly rate of compensation of no less than $7.74 per hour.

8.02 The minimum hourly rate is adjusted each year by increasing the previous year's minimum amount by a percentage equal to the percentage increase of the consumer price index. The new minimum rate is announced in a Commissioner's Memo before July 1 each year.

9.00 DATA TO BE ACCESSIBLE ON WEBSITE

9.01 The following data and information are required to be posted to the district's website or the district's education service cooperative website, if the education service cooperative maintains the district's website:

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9.01.1 Current comprehensive financial data reports, including:

9.01.1.1 Local and state revenue sources;

9.01.1.2 Administrator and teacher salary and benefit expenditure data;

9.01.1.3 School district balances, including legal balances and building fund balances;

9.01.1.4 Minutes of regular and special meeting of the school board;

9.01.1.5 The school district budget for the current year must be posted on the website within thirty (30) days following the state reporting cycle 1 deadline (September 30);

9.01.1.6 A financial breakdown of monthly expenses of the school district;

9.01.1.7 Salary schedules for all employees, including extended contract and supplementary pay amounts;

9.01.1.8 Current contract information with all district employees except that social security numbers, telephone numbers, personal addresses, or signatures shall not be published.

9.01.1.9 The current year annual budget; and

9.01.1.10 The annual school district statistical report.

9.01.2 Licensed and classified personnel policies and salary schedules

9.02 The above information shall ~~be the~~ consist of actual data for the two (2) previous school years and the projected budgeted information for the current school year.

9.03 The information and data required by 9.00 shall be easily accessible through the homepage of the district's website under an easily-identifiable direct link titled "State-Required Information" to a page on the district's website where the information may be found.~~The district should place an obvious hyperlink, button, or menu item on the Website homepage that links directly to the Web page containing the required postings in 9.01.1 through 9.01.2.~~ Under this link, the district shall subdivide the information required by 9.00 by the categories of information.

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Date	Respondent	Comment	ADE Response
2/18/14	Linda Reed	The wording in section 9.00 . . . should have stronger language that includes the requirement to post accurate and up-to-date data. In addition there should be consequences for non-compliance. Currently, my school district has incomplete and inaccurate data in at least two categories. Efforts to remedy this through written correspondence has not been successful. The incorrect information apparently has been posted for two years in one case.	**Comment considered. There are several references throughout Section 9.00 (which in large part mirrors Ark. Code Ann. § 6-11-129) that data be current. Regarding consequences for non-compliance, where consequences are set forth in the law they are likewise set forth in the rules. *See e.g.,* Section 4.06 (teacher personnel policies and salary schedules--§ 6-17-201(d)(1)(A)); Section 5.06 (classified personnel policies and salary schedules--§ 6-17-2301(d)(1)(A)).**
		The rule should further expand the language for and mandate on the positing of school board minutes (9.01.1.4). School boards should post minutes of all board meetings as soon as possible following the meetings in "unofficial" form. Then, at the next regular board meeting the minutes can be approved and the status changed to "official". The unnecessary delay of one month for the official minutes severely limits district patron's ability to be apprised of the decisions and activities of their school district.	**Comment considered. Section 9.01.1.4 was not revised with the proposed changes to the rules. There is no requirement in the law that a school board post its minutes in this manner. The rules substantially mirror the requirements set forth in Ark. Code Ann. § 6-11-129.** **<u>NOTE: No changes were made to the proposed rules as a result of these comments</u>.**
3/18/14	Tripp Walter, Arkansas Public School Resource Center	3.02 "Health services nurses"?	**Comment considered. Section 3.02 was not revised with the proposed changes to the rules. It contains an accurate statement of law. If the commenter is suggesting that health services nurses should be listed as classified employees, the five "general" examples of classified employees is not all inclusive. To avoid confusion, however, the five classifications language is removed, leaving Section 3.02's definition of "classified employee" to substantially mirror that found in Ark. Code Ann. § 6-17-2202(1).**
		3.05 May be other categories added at discretion of district.	**Comment considered. Section 3.05 was not revised with the proposed changes to the rules. Consistent with Section 3.02 above, however, the "five classifications of" language is removed. Section 3.05 includes those data that must be included in the classified salary schedule. Unknown from**

			comment which categories commenter seeks to add; suggest that school district contact local counsel for guidance on adding specific categories.
		4.03 What about revisions during year?	**Comment considered. Section 4.03 was not revised with the proposed changes to the rules but for the capitalization of the word "District." This Section requires that teacher personnel policies and salary schedules be posted to the school district's website on or before September 15 of each year, and that the district keep a copy signed by the school board president. This language is consistent with that in Ark. Code Ann. § 6-17-201(d)(1)(A)-(B). If the commenter is asking whether personnel policies and salary schedules must be posted as they are revised, *see* Section 9.0 which, as noted above, makes several reference to the posting of *current* data.**
		4.08 Add "within 10 days of each cycle report".	**Comment considered. Section 4.03 substantially mirrors the language of Ark. Code Ann. § 6-17-201(d)(1)(B)(2) and 6-17-201(e). The law does not contain this requirement.**
		5.03 What about revisions?	**Comment considered. Although this section refers to classified personnel policies and salary schedules, the response is the same as to 4.03 above (which section refers to teacher personnel policies and salary schedules).**
		5.08 Same comment as for 4.08.	**Comment considered. Section 5.08 substantially mirrors the language of Ark. Code Ann. § 6-17-2301(d)(2) and 6-17-2301(e). The law does not contain this requirement.**
		6.03.1 Includes open-enrollment public charter schools.	**Comment considered. Commenter is correct that a "public school" includes an open-enrollment public charter school.**

		7.00 Under same contract but can be another agreement—contract with a different rate.	**Comment considered. This section was not revised with the proposed changes to the rules. Section 7.00, which addresses teacher pay and contracts, closely mirrors Ark. Code Ann. § 6-17-807, which does not include the provision offered by the commenter.**
		7.04 After school tutoring.	**Comment considered. This section was not revised with the proposed changes to the rules. Section 7.04 closely mirrors Ark. Code Ann. § 6-17-807(e), which does not specify after school tutoring.**
		7.05 Old language? Not if a totally separate contract can be different rate agreed to by both.	**Comment considered. This section was not revised with the proposed changes to the rules. Section 7.05 closely mirrors Ark. Code Ann. § 6-17-807(f) , and contains a *current* statement of the law.**
		8.0 Outdated. What is current rate; $8.15?	**Comment considered. Section 8.0 was not revised with the proposed changes to the rules. It is not "outdated," however, as it provides a minimum hourly rate of compensation for full-time certified employees for the 2011-12 school year, then instructing that the minimum rate will be adjusted each year and announced in an ADE Commissioner's Memo. Commenter is correct that the minimum rate for the 2013-14 school year is $8.15. *See* Commissioner's Memo FIN-13-079.**
		8.01 Should be updated to the 2013-14 school year with the correct amount.	**See response to Section 8.0 immediately above.**
		9.01.1.10 Most current available is last year's. Not published until December.	**Comment considered. No response necessary.**

			NOTE: Non-substantive changes were made to sections 4.03 and 4.08 of the proposed rules as a result to these comments.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PARENTAL INVOLVEMENT PLANS
~~July 2012~~_____

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as Arkansas Department of Education Rules Governing Parental Involvement Plans.

1.02 The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-15-1005(f), 6-15-1701 *et seq.*, 6-15-2202, and 25-15-201 *et seq.*

2.00 DEFINITIONS

For the purposes of these Rules:

2.01 "Department" means the Arkansas Department of Education.

2.02 "Parent" means a natural parent, a legal guardian, or other person standing *in loco parentis* (including without limitation a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

2.03 "Public School" means those schools created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program, specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301, et seq., or other provisions of Arkansas law. Any reference to "Public School" in these Rules includes open-enrollment public charter schools except to the extent these Rules or the underlying statutes are specifically waived by the State Board of Education.

2.04 "Public School District" means those school districts created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program, specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301, et seq., or other provisions of Arkansas law. Any reference to "Public School District" in these Rules includes open-enrollment public charter schools except to the extent these Rules or the underlying statutes are specifically waived by the State Board of Education.

2.05 "Title I Public School or Public School District" means a public school or public school district that receives funds under Title I, Part A of the Elementary and

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Secondary Education Act of 1965 or any subsequent reauthorization thereof, including without limitation the No Child Left Behind Act of 2001.

3.00 PARENTAL INVOLVEMENT PLANS

3.01 Each public school district, in collaboration with parents, shall establish a parental involvement plan that establishes the district's expectations for parental involvement, and that includes programs and practices that enhance parental involvement and reflect the specific needs of students and their families.

3.01.1 Collaboration with parents may be accomplished through the coalition of parents and representatives of agencies, institutions, business and industry required for development and implementation of the district-level annual comprehensive school improvement plan (ACSIP) required by the Standards for Accreditation of Arkansas Public Schools and School Districts.

3.01.2 The parental involvement plan shall be incorporated into the public school district's annual comprehensive school improvement plan (ACSIP).

3.01.3 Annually by October 1, the public school district's parental involvement plan shall be:

3.01.3.1 Developed, or reviewed and updated by the public school district;

3.01.3.2 Posted to the website of the public school district; and

3.01.3.3 Filed with the Department's Division of Learning Services.

3.01.3.4 All public school district parental involvement plans filed with the Department shall be filed in electronic format, specifically in Microsoft Word (.doc or .docx), Adobe Acrobat (.pdf), or Rich Text (.rtf) format.

3.01.3.5 Provided in a parent-friendly summary as a supplement to the student handbook.

3.01.3.5.1 The parent shall sign a form acknowledging receipt of the summary and return the signed form to the school where the student is enrolled.

3.02 Each public school, in collaboration with parents, shall establish a parental involvement plan that reflects the specific academic improvement needs of the school, and that includes programs and practices that enhance parental

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involvement and address the specific parent involvement needs of students and their families.

3.02.1 Collaboration with parents may be accomplished through the coalition of parents and representatives of agencies, institutions, business and industry required for development and implementation of the school-level annual comprehensive school improvement plan (ACSIP) required by the Standards for Accreditation of Arkansas Public Schools and School Districts.

3.02.2 The parental involvement plan shall be incorporated into the public school's annual comprehensive school improvement plan (ACSIP).

3.02.3 Annually by October 1, the public school's parental involvement plan shall be developed, or reviewed and updated by the public school.

3.02.4 Annually by October 21, the public school shall post to the website of the public school or public school district:

3.02.4.1 The public school's parental involvement plan;

3.02.4.2 A parent-friendly explanation of the public school's and public school district's parental involvement plans;

3.02.4.3 The informational packet required by Section 5.01.1; and

3.02.4.4 Contact information for the parent facilitator designated by the public school under Section 5.08 of these Rules.

3.03 A public school's parental involvement plan shall:

3.03.1 Involve parents of students at all grade levels in a variety of roles, including without limitation:

3.03.1.1 Involvement in the education of their children;

3.03.1.2 Volunteer activities;

3.03.1.3 Learning activities that support classroom instruction;

3.03.1.4 Participation in school decisions;

3.03.1.5 Collaboration with the community;

3.03.1.6 Development of school goals and priorities; and

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3.03.1.7 Evaluating the effectiveness of the comprehensive school improvement plan (ACSIP);

3.03.2 Be comprehensive and coordinated in nature;

3.03.3 Recognize that communication between home and school should be regular, two-way, and meaningful;

3.03.4 Promote and support responsible parenting;

3.03.5 Acknowledge that parents play an integral role in assisting student learning;

3.03.6 Welcome parents into the school and seek parental support and assistance;

3.03.7 Recognize that a parent is a full partner in the decisions that affect his or her child and family;

3.03.8 Recognize that community resources strengthen school programs, family practices, and student learning; and

3.03.9 Support the development, implementation, and regular evaluation of the program to involve parents in the decisions and practices of the school district, using, to the degree possible, the components listed in this section.

3.04 A Title I public school or public school district shall:

3.04.1 Include in its parental involvement plan any other appropriate components, policies, programs, activities or procedures required by federal law;

3.04.2 Provide information to parents of students participating in Title I, Part A programs in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand;

3.04.3 Take the necessary steps to ensure that communications with parents with disabilities are as effective as communications with other parents; such steps shall include the furnishing of appropriate auxiliary aids and services when necessary to afford a parent with a disability an equal opportunity to participate in, and enjoy the benefits of, Title I, Part A programs, services, and activities, including the parental involvement provisions; and

3.04.4 Plan and implement its parental involvement programs, activities, and procedures with meaningful consultation with parents of children participating in Title I, Part A programs.

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4.00 PUBLIC SCHOOL DISTRICT RESPONSIBILITIES

4.01 Every licensed teacher, unlicensed teacher, and other licensed employee other than an administrator, in each public school district shall be required to have no less than two (2) hours of professional development designed to enhance understanding of effective parental involvement strategies. These two (2) hours may be included in the sixty (60) hours of professional development required by the Arkansas Department of Education Rules Governing Professional Development.

4.02 Every administrator, whether licensed or not, in each public school district shall be required to have no less than three (3) hours of professional development designed to enhance understanding of effective parent involvement strategies, the importance of administrative leadership in setting expectations, and creating a climate conducive to parental participation. These three (3) hours may be included in the sixty (60) hours of professional development required by the Arkansas Department of Education Rules Governing Professional Development.

4.03 Notwithstanding the provisions of sections 4.01 and 4.02, licensed school personnel may substitute for the required number of hours of staff development on parental involvement plans an equal number of hours of child maltreatment recognition training obtained under Ark. Code Ann. § 6-61-133. Substitution of hours shall be governed by the Arkansas Department of Education Rules Governing Professional Development.

4.04 Each public school district shall provide training at least annually for volunteers who assist in an instructional program for parents.

4.05 Every public school district shall annually review and approve the parental involvement plan for each public school under the district's authority.

5.00 PUBLIC SCHOOL RESPONSIBILITIES

5.01 To encourage communication with parents, each public school shall:

5.01.1 Prepare an informational packet to be distributed annually to the parent of each child in the school, appropriate for the age and grade of the child, describing in a parent-friendly manner:

5.01.1.1 The school's parental involvement program;

5.01.1.2 The recommended role of the parent, student, teacher, and school;

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5.01.1.3 Ways for the parent to become involved in the school and his or her child's education;

5.01.1.4 A survey for the parent regarding his or her interests concerning volunteering at the school;

5.01.1.5 Activities planned throughout the school year to encourage parental involvement; and

5.01.1.6 A system to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and the school principal; and

5.01.2 Schedule no fewer than two (2) parent-teacher conferences per school year.

5.01.3 The school may plan and engage in other activities determined by the school to be beneficial to encourage communication with parents.

5.02 To promote and support responsible parenting, each public school shall, as funds are available:

5.02.1 Purchase parenting books, magazines, and other informative material regarding responsible parenting through the school library, advertise the current selection, and give parents an opportunity to borrow the materials for review;

5.02.2 Create parent centers; and

5.02.3 Plan and engage in other activities determined by the school to be beneficial to promoting and supporting responsible parenting.

5.03 To help parents in assisting students, each public school shall:

5.03.1 Schedule regular parent involvement meetings at which parents are given a report on the state of the school and an overview of:

5.03.1.1 What students will be learning;

5.03.1.2 How students will be assessed;

5.03.1.3 What a parent should expect for his or her child's education; and

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5.03.1.4 How a parent can assist and make a difference in his or her child's education;

5.03.2 Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:

5.03.2.1 Role play and demonstration by trained volunteers;

5.03.2.2 The use of and access to Department website tools for parents;

5.03.2.3 Assistance with nutritional meal planning and preparation; and

5.03.2.4 Other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department; and

5.03.3 Engage in other activities determined by the school to help a parent assist in his or her child's learning.

5.04 To welcome parents into the school, each public school shall:

5.04.1 Not have any school policies or procedures that would discourage a parent from visiting the school or from visiting a child's classrooms;

5.04.2 Encourage school staff to use the volunteer surveys to compile a volunteer resource book listing the interests and availability of volunteers so that school staff may:

5.04.2.1 Determine how frequently a volunteer would like to participate, including the option of just one (1) time per year;

5.04.2.2 Include options for those who are available to help at home; and

5.04.2.3 Help match school needs with volunteer interests; and

5.04.3 Engage in other activities determined by the school to welcome parents into the school.

5.05 To encourage a parent to participate as a full partner in the decisions that affect his or her child and family, each public school shall:

5.05.1 Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions;

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5.05.2 Sponsor seminars to inform the parents of students in grades nine (9) through twelve (12) about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities; and

5.05.3 Engage in other activities that the school determines will encourage a parent to participate as a full partner in the decisions that affect his or her child and family.

5.06 Each public school shall investigate and, where feasible, utilize community resources in the instructional program of the school.

5.07 To take advantage of community resources, each public school shall:

5.07.1 Consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement;

5.07.2 Enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school;

5.07.2.1 Leaders of this organization shall be utilized in appropriate decisions affecting the children and families; and

5.07.3 Engage in other activities that the school determines will use community resources to strengthen school programs, family practices, and student learning.

5.08 The principal of each public school shall designate one (1) licensed staff member who is willing to serve as a parent facilitator to:

5.08.1 Help organize meaningful training for staff and parents;

5.08.2 Promote and encourage a welcoming atmosphere to foster parental involvement in the school; and

5.08.3 Undertake efforts to ensure that parental participation is recognized as an asset to the school.

5.08.4 The certified staff member serving as a parental facilitator shall receive supplemental pay for the assigned duties as required by law.

6.00 MONITORING OF PARENTAL INVOLVEMENT PLANS

6.01 Annually, the Department shall:

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6.01.1 Review the parental involvement plan of each public school district; and

6.01.2 Determine whether the plan is in compliance with law.

6.02. On each annual school performance report published by the Department pursuant to Ark. Code Ann. § 6-15-1402, the Department shall indicate whether or not the public school district is in compliance with these Rules and Ark. Code Ann. § 6-15-1701 *et seq.*

6.03 Periodically on a rotating schedule of at least once every six (6) years, the Department shall monitor each public school district's plan to:

6.03.1 Evaluate whether the school district is implementing its plan and the implementation's effectiveness; and

6.03.2 Assess the areas in which a school district needs to revise its plan or its implementation of the plan.

6.03.3 The Department shall place priority for monitoring on public school districts that have been identified as being in:

6.03.3.1 School improvement for two (2) or more consecutive school years; or

6.03.3.2 Academic distress.

6.03.4 The Department may monitor a public school district's plan at other additional times as determined necessary by the Commissioner of Education or the State Board of Education.

6.04 By January 1 of each year, the Department shall provide any recommendations in writing to a school district:

6.04.1 Concerning areas of noncompliance with these rules or Ark. Code Ann. § 6-15-1701 *et seq.*; or

6.04.2 Arising from the Department's review of public school district plans under section 6.01.2 of these Rules.

6.05 The Department shall allow a public school district opportunity of no more than ninety (90) days to incorporate the Department's recommendations into the district's parental involvement plan.

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Public Comments – Parental Involvement Plans

Date	Respondent	Comment	ADE Response
4/14/14	Tripp Walter, APSRC	Section 3.01.1 May parents attend virtually or are they required to attend an in-person meeting? Section 3.01.3.5.1 This section might be improved by the inclusion of a standard of return rate. Would the parent's signature indicating they have read the handbook be sufficient for the purposes of this section. Section 3.02.4 Typo: October 21 should be October 1.	This is not a new section. This section describes how collaboration with parents may occur. Pursuant to Section 3.01 each district's parental involvement plan will establish the district's expectations for parental involvement. No changes were made as a result of this comment. This section mirrors the language in Act 1423 of 2013 which requires the parent sign a form acknowledging receipt of the summary of the parental involvement plan. No changes were made as a result of this comment. The suggested change was made.