



AGENDA

STATE BOARD OF EDUCATION

March 16, 2009
Arkansas Department of Education
Auditorium State Education Building
9:00 AM

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Reports

Report-1 Chair's report

Presenter: Randy Lawson

Report-2 Commissioner's Report

Presenter: Dr. Ken James

Report-3 2008 Milken Educators State Recognition Event

In 1987, education pioneer Lowell Milken conceived and created the National Educator Awards program. His main belief was—and is—that an effective way to advance the teaching profession is to reward educators' achievements, enhance their resources, and expand their professional interests.

Arkansas was invited to participate in the Awards program in 1991. Since that time 61 Arkansas educators have been named Milken Educators. Today, we recognize 2008 Arkansas Milken Educator recipients who were surprised with the announcements in October. Our 2008 Milken Educator recipients are Sheri Shirley and Elizabeth Parker.

Presenter: Dr. Ken James

Report-4 Recognition of Arkansas Teachers From the Peoples Republic of China Who Are Teaching Mandarin Chinese Language and Culture to Approximately 400 Arkansas Students and the Superintendents from the Sponsoring School Districts in Which They Are Teaching

In conjunction with the Confucius Institute at the University of Central Arkansas the Department is assisting the HANBAN Chinese teachers in the teacher licensure process through the Office of Teacher Quality's Non-Traditional Licensure Program for Arkansas Teachers. This two-year program began in the summer of 2008 and will continue throughout 2009-2010 school year for these teachers.

ADE is pleased to present the following: 1) Shuo Han (Jasmine), Wynne School District and Cross County School District and Dr. Ben Perry, Superintendent of Wynne School District

2) Jie Min, Hot Springs School District and Dr. Joyce Craft, Superintendent of Hot Springs School District

3) Shanchun Wang (Susan), Harrisburg School District and Danny Sample, Superintendent of Harrisburg School District

4) Jin Ma (Sophie), Greenwood School District and Dr. Kay Johnson, Superintendent of Greenwood School District

Dr. Hui Wu, Associate Professor at UCA

Presenter: Beverly Williams

Report-5 Review of Open-Enrollment Public Charter Schools: Benton County School of the Arts and Northwest Arkansas Academy of Fine Arts, Rogers, Arkansas.

The State Board of Education approved the application for Benton County School of the Arts in February of 2001. The current five year charter contract goes through June 30, 2012. The State Board of Education approved the application for the Northwest Arkansas Academy of Fine Arts in February of 2007. Their current five year charter contract goes through June 30, 2012. The entity for both schools and representatives from each school were notified of an agenda item for the March State Board of Education meeting regarding a report on the current financial status and fiscal projections through June 30, 2009, for each school. Supporting documentation for this agenda item will be forwarded separately.

Presenter: Dr. Mary Ann D. Brown

Report-6 Annual School Performance Report: Annual School Rating System (Gains)

The Arkansas Department of Education will release the Annual School Performance Report on March 31, 2009. The new Report Card includes "Category One" of the Act 35 Annual School Rating System (Gains). Category one tracks students growth longitudinally.

The intention of Act 35 is to promote learning at all levels so that "all students have an opportunity to demonstrate increased learning" and "meet the expected academic standards." A school's annual improvement gain is based upon the changes in student achievement from one year to the next. No value will be added if instruction does not move a student's achievement from a given performance category to a higher performance category.

School Rating System		
Annual Improvement Category Levels		
§ 6-15-1902		
Rating	Performance Category	Cut Score
1	Schools in need of immediate improvement	-0.13 and below
2	Schools approaching the standards (alert)	-0.12 to 0.0
3	Schools meeting improvement standards	0.01 to 0.12
4	Schools exceeding improvement standards	0.13 to 0.24
5	Schools of excellence for improvement	0.25 and above

Presenter: Dr. Charity Smith

Consent Agenda

C-1 Minutes of Arkansas State Board of Education - February 9, 2009

Presenter: Dr. Charles Watson

C-2 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.

Presenter: Ms. Beverly Williams Ms. Clemetta Hood

C-3 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

By the Court Order of December 1, 1993, the Arkansas Department of Education (ADE) is required to file a monthly Project Management Tool (PMT) to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the

Presenter: Dr. Charity Smith and Willie Morris

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.

Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 21 school districts covering a total of 29 teaching positions and 7 school districts requesting 9 waivers for long-term substitutes. None of these requests were from a district in academic distress. These requests have been reviewed, either approved or denied by Department Staff and are consistent with program guidelines.

Presenter: Beverly Williams

Action Agenda

A-1

Request for Funding for 2008-2009 Arkansas Better Chance Program

Pursuant to the authority granted the State Board of Education, the Division of Child Care and Early Childhood Education requests approval of the accompanying recommendations for funding under the Arkansas Better Chance Program.

Presenter: Jamie Morrison

A-2

Arkansas Governor's School Site Selection

As per ADE Rules Governing Arkansas Governor's School Site Selection (January 2004), the Department made available proposals to host Arkansas Governor's School for 2010-2012 to presidents of all Arkansas 4-year colleges and universities on January 15, 2009. Renewal of the grant is contingent on successful operation.

Act 106 (Ark. Code. 6-42-106, Repl. 1999), of the regular Session of the 1979 General Assembly authorized the establishment of an Arkansas Governor's School to be held annually for rising seniors. Since its inception in the summer of 1980, over 10,000 Arkansas high school students have participated.

The site is to be selected according to the criteria outlined in the Site Selection Rules. The only difference in the proposal for the 2010-2012 school is that the number of weeks has been reduced from six (6) to four (4). During past selection cycles, some institutions asked to be able to apply for only a 4 week program. When the Site Selection Rules were approved this 4 week option was included. Additionally, in a letter to Commissioner James from Governor's School Director Lyle Rupert on October 1, 2008, Hendrix requested additional funding be provided for the program for the new cycle since they had received the same amount of funding for 9 years (three site selection cycles). However, this site selection cycle, due to economics, the ADE was not able to increase the amount of funding for the program. Therefore the only way to offer additional money was to reduce the number of weeks students would be at the program. Even though the over all total was reduced from \$740,000 to \$640,000, it is a slight increase of \$11 per student per day since the program will be 4 weeks versus 6. Commissioner Ken James, General Counsel Jeremy Lasiter and Gifted Programs Administrator Ann Biggers conferred and agreed on this change.

Proposals from interested institutions were due to the Office of Gifted and Talented February 13, 2009. One application was received from Hendrix College. There were no phone calls, emails or written inquiries from other institutions in the state. Seeing that Hendrix College has received the site selection award since its inception and considering that staff from the Office of Gifted and Talented are in constant contact with Governor's School, it was determined unnecessary to assemble a site selection committee for a site visit as is done when two or more applications are received. The application was critically read by Office of Gifted and Talented staff and a recommendation for Hendrix was put forward.

The Governor's School will be under the jurisdiction of the State Board of Education and the Arkansas Department of Education. The staff of the office of Gifted and Talented Education will have primary responsibility for coordination. A director will be named to oversee the operation and management for the duration of the school.

The Governor's Advisory Council for Gifted Education unanimously approved the recommendation for Hendrix College.

Presenter: Ann Biggers

A-3 Introduction of Professional Licensure Standards Board (PLSB) Code of Ethics Allegation Procedures

This is the first time that the Professional Licensure Standards Board (PLSB) will be making recommendations to the State Board of Education concerning licensure actions. Therefore, Ms. Williams will make a short presentation on the procedures followed by the PLSB and its Code of Ethics Sub-committee as well as introduce Ms. Mason, Chief Investigator, and Dr. Holifield, Sub-Committee Chairperson, prior to the presentation of the first case.

Presenter: Beverly Williams

A-4 Consideration of Recommendation of the Professional Licensure Standards Board for Permanent Revocation of Teacher's License on Case #09-013 – Nathan Hill

*The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that the Teacher's License of Nathan Hill be permanently revoked for violation of the Code of Ethics for Arkansas Educators, **Standard 1**: An educator maintains a professional relationship with each student, both in and outside the classroom and for probable cause of an offense as set forth in A.C.A. §§6.17.410.*

Presenter: Judy Kaye Mason

A-5 Consideration of Recommendation of the Professional Licensure Standards Board for a Letter of Warning on Case # 09-001 - Lynda Byrd

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that a letter of warning be written from the State Board of Education to Lynda Byrd for violation of Standard 1 of the Code of Ethics for Arkansas Educators. Standard 1 states: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Judy Kaye Mason

A-6 Consideration of Recommendation of the Professional Licensure Standards Board for Permanent Revocation of Teacher's License on Case #09-015 – Brock Felton

*The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that the Teacher's License of Brock Felton be permanently revoked for violation of the Code of Ethics for Arkansas Educators, **Standard 1**: An educator maintains a professional relationship with each student, both in and outside the classroom and for probable cause of an offense as set forth in A.C.A. §§6.17.410.*

Presenter: Judy Kaye Mason

A-7 Consideration of Recommendation of the Professional Licensure Standards Board for Permanent Revocation of Teacher's License on Case #09-008 – Clint Bousher.

*The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that the Teacher's License of Clint Bousher be permanently revoked for violation of the Code of Ethics for Arkansas Educators, **Standard 1**: An educator maintains a professional relationship with each student, both in and outside the classroom and for probable cause of an offense as set forth in A.C.A. §§6.17.410.*

Presenter: Judy Kaye Mason

A-8 Consideration of Recommendation of the Professional Licensure Standards Board for Permanent Revocation of Teacher's License on Case #09-018 – Matt Rabjohn

*The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending that the Teacher's License of Matt Rabjohn be permanently revoked for violation of the Code of Ethics for Arkansas Educators, **Standard 1**: An educator maintains a professional relationship with each student, both in and outside the classroom and for probable cause of an offense as set forth in A.C.A. §§6.17.410.*

Presenter: Judy Kaye Mason

A-9 Consideration of Recommendation of the Professional Licensure Standards Board for Suspension of Teacher's License (\$100 fine) for Five (5) Years and Approved Counseling on Case #09-007 – Julie Woods

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending a five (5) year suspension of teaching license which includes a \$100 fine as well as approved counseling for Ms. Woods for violation of Code of Ethics for Arkansas Educators, Standards 1, 4, and probable cause of an offense as set forth in A.C.A. §§6.17.410 Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship

Presenter: Judy Kaye Mason

A-10 Request for Approval of Replacement of Professional Licensure Standards Board Member Due to Change in Status.

Dr. John Beineke will be moving from Dean of the College of Education at Arkansas State University back into the classroom beginning in August of 2009. Dr. Beineke was the Representative of Public Institutions of Higher Education as required by Ark. Code Ann. § 6-17-422(b). He was recommended for the Professional Licensure Standards Board by Arkansas Association of Certified Teachers of Education (ARACTE) and his term was to expire June 30, 2010. The Arkansas Association of Certified Teachers of Education has recommended Dr. John R. Jones, Dean of Education at the University of Arkansas at Fort Smith to replace Dr. Beineke for the remainder of his term.

Presenter: Beverly Williams

A-11 Consideration of Waiver of Fee and Substitute Pay Reimbursement Due to Health and/or Extenuating Circumstances: Phyllis Watts

Recommendation that fee and substitute pay reimbursement waiver for Phyllis Watts be considered and granted due to health and/or extenuating circumstances as outlined. The State Board of Education has the authority to waive repayment of State monies in cases of death, disability, or extenuating circumstances. The Rules Governing Eligibility and Financial Incentives For National Board for Professional Teaching Standards are attached. Please refer to Section 3.01 of the National Board rules as well as Arkansas Code 6-17-413, Section 1(b)(1), (b)(2), and (b)(4).

Presenter: Beverly Williams Michael Rowland

A-12 Consideration of Waiver of Fee and Substitute Pay Reimbursement Due to Health and/or Extenuating Circumstances: Linda Buck

Recommendation that fee and substitute pay reimbursement waiver for Linda Buck be considered and granted due to health and/or extenuating circumstances as outlined. The State Board of Education has the authority to waive repayment of State monies in cases of death, disability, or extenuating circumstances. The Rules Governing Eligibility and Financial Incentives For National Board of Teaching Standards are attached. Please refer to Section 3.01 of the National Board rules as well as Ark. Code Ann. § 6-17-413, Section 1(b)(1), (b)(2), and (b)(4).

Presenter: Beverly Williams Michael Rowland

A-13 Consideration for Removal of Bald Knob School District from Fiscal Distress Classification and State Takeover

The Bald Knob School District was classified as being in Fiscal Distress on June 11, 2007. The Department has conducted site visits, off-site assistance, and analysis of the financial status of the Bald Knob School District. In compliance with Ark. Code Ann. § 6-20-1908, the Department has certified in writing to the Bald Knob School District that the District has corrected all criteria for being classified as being in Fiscal Distress and has complied with all Department recommendations and requirements for removal from Fiscal Distress. Included in this item is a letter from the Bald Knob School District petitioning the State Board for removal from Fiscal Distress and State takeover.

Presenter: Bill Goff

A-14 Renewal of District Conversion Public Charter School: Arthur Bo Felder Learning Academy, Little Rock, Arkansas

Arthur Bo Felder Learning Academy is a District Conversion Public Charter School located on 6900 Pecan Avenue, Little Rock, Arkansas. Arthur Bo Felder Learning Academy serves students in grades 6-12 with a current enrollment of 87 students. The charter was first granted in 2005 and expires June 30, 2009.

The Little Rock School Board of Education approved the proposed renewal of the charter on January 8, 2009. The North Little Rock School Board of Education approved the proposed renewal of the charter on January 15, 2009.

Staff members from the Arkansas Department of Education (ADE) have reviewed the renewal application and have submitted reports regarding monitoring of the school. Copies of the renewal application and the ADE report have been included for review by the State Board of Education.

The applicant is requesting to be granted a Renewal of their District Conversion Charter from the State Board of Education.

Presenter: Dr. Mary Ann D. Brown

A-15 Request for Charter Amendment of Open-Enrollment Public School: School of Excellence, Humphrey, Arkansas

The State Board of Education approved the application for the School of Excellence in November of 2007. The current five year charter contract goes through June 30, 2013. The School of Excellence has requested a hearing before the State Board to amend its current charter for grades 6-12 to also include elementary students in grades K-5 to the existing charter school. The entity is requesting that the State Board of Education grant the addition of elementary (K-5) to the charter for School of Excellence.

Presenter: Dr. Mary Ann D. Brown

A-16 Hearing of District Conversion Public Charter School Application and ADE Review: Lincoln Academic Center of Excellence – Lincoln Consolidated School District

Lincoln Academic Center of Excellence is a proposed district conversion public charter school to be located within the Lincoln Consolidated School District in Lincoln, Arkansas. The sponsoring entity of the application is the Lincoln Consolidated District. Students in grades K-12 would be served with a proposed enrollment of 300 students. The proposed facility is located at 611 E. P. Rothrock Drive, Lincoln, Arkansas. The School Board for the Lincoln Consolidated District approved the proposed District Conversion Public Charter application. Staff members from several sections of the Arkansas Department of Education (ADE) reviewed the application for Lincoln Academic Center of Excellence. Evaluation concerns and comments were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the application, the ADE evaluation and the written response by the applicant have been included for review by the State Board of Education. The applicant is requesting to be granted a District Conversion Charter from the State Board of Education.

Presenter: Dr. Mary Ann D. Brown

A-17 Hearing on Revocation of Teacher's License-Steven Robinson

Mr. Robinson currently holds a standard five-year license valid until December 31, 2012. He also holds an initial three-year building level administrator's license valid until April 9, 2010. On July 24, 2003, Mr. Robinson was found guilty of the charge of Public Sexual Indecency, a class A Misdemeanor. Pursuant to Ark. Code Ann. § 6-17-410(c)(24), the State Board shall revoke any existing license not up for renewal of any person who has been found guilty of Public Sexual Indecency. Mr. Robinson was notified of the recommendation of revocation of his teacher's license on January 21, 2009, and of his right to a hearing before the State Board on March 16, 2009. Mr. Robinson was formerly employed by the Little Rock School District as a teacher.

Presenter: Jeremy Lasiter, Drew Blankenship

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Minutes State Board of Education Monday, February 9, 2009

The State Board of Education met on Monday, February 9, 2009, in the Auditorium of the State Education Building. Chairman, Randy Lawson, called the meeting to order at 9:00 a.m.

The following Board members were present: Randy Lawson, Chairman; Dr. Naccaman Williams, Vice-Chairman; Sherry Burrow; Jim Cooper; Brenda Gullett; Sam Ledbetter; Alice Mahony; Dr. Ben Mays; and Diane Tatum.

No Board members were absent.

Reports

Dr. Ken James introduced Dr. Jerry Guess, superintendent, Camden-Fairview School District and presented a plaque in recognition of the award Arkansas Superintendent of the Year.

Chair's Report

Brenda Gullett reported attending a meeting of the National Association of State Boards of Education in Washington.

Commissioner's Report

Dr. James reported progress on the federal stimulus package and its potential impact on education in Arkansas. He stated that funds may be added to the federal funding formulas and to construction projects across the state. Dr. James added the caution that stimulus money will be one-time funds that should not be considered continuing and discretion would need to be considered in the ways the funds would be used across the state.

Dr. James also noted the Department has received numerous contacts regarding the number of school days missed due to ice conditions across the state. He stated that a Commissioner's Memo would be posted later in the week to provide guidance to local district administrators as to procedures for make-up days and how any requests for waivers might be considered. Dr. James reported that he has been in contact with Commissioners from other states, specifically Kentucky, so that states might advance concern to the federal level together rather than as independent requests. Dr. James also cautioned that final decisions may not be totally appropriate at this time because of the potential for snow and storm conditions later in the winter.

Status of the Designation of Facility Distress for the Hermitage School District

Doug Eaton presented this report and noted that the Hermitage School District is currently working to comply with state recommendations and appears to be on a path to meet the facilities requirements.

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Consent Agenda

Dr. Williams asked about the projected end-of-year balance for the Murfreesboro School District. Mr. Goff stated that that balance is estimated to be approximately \$150,000.

Ms. Tatum asked for clarification of the role of Dee Cox as special assistant to the Commissioner to work with the Smart Accountability Program. She asked how this position related to the work of Dr. Charity Smith, associate commissioner of accountability. Dr. James responded that none of Dr. Smith's duties were impacted and that the Smart Accountability program deals with supporting schools in the implementation of No Child Left Behind and differentiated sanctions for schools with varying status for school improvement. Dr. James stated that Dr. Smith's work focuses on the school report card.

Dr. Williams moved to approve the Consent Agenda as presented. Mr. Cooper seconded the motion. The motion was adopted unanimously.

- Minutes – January 12, 2009
- Newly Employed, Promotions and Separations
- Review of Loan and Bond Applications
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Progress Report on the Status of Districts Classified in Fiscal Distress for 2008-2009
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309
- Consideration of Report on the Status of the Arkansas Public Charter Schools Program

Action Agenda

Petition for Voluntary Administrative Annexation of the Cushman School District into the Batesville School District

Tripp Walter was recognized to present this item. Mr. Walter summarized the enrollment status of the Cushman School District and affirmed that the enrollment for the two previous years has been less than 350. Mr. Walter introduced Dr. Ted Hall, superintendent of the Batesville School District, who affirmed that the Batesville School District and the Cushman School District have reached mutual agreement for the voluntary annexation to occur if approved by the Board. Dr. Hall stated that the deliberations and ultimate decision have been difficult for the Cushman community, its local board, the current administration and faculty. He assured the Board that the Cushman leaders were very professional in making the decision. No other parties wished to speak to the proposal.

Mr. Cooper stated that he lives in an adjoining district and he commended the Cushman Board and Mr. Gary Anderson, superintendent, for their ability to make difficult decisions in a most professional manner.

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Mr. Walter informed the Board that the Department legal staff had contacted other contiguous districts regarding the annexation and no other districts requested the opportunity to enter into the discussion and that those other districts were supportive of the annexation of Cushman to the Batesville District.

Dr. Mays asked about the potential for maintaining a school site in the Cushman Community. Dr. Hall responded that the Batesville District will close all school operations in the Cushman community. Dr. Hall noted that was made clear to the Cushman community during the deliberations. He stated that all students will be transported to the Batesville campuses, which have adequate space to accommodate those students with minimal restructuring. Dr. Hall also stated that the Batesville Districts will only hire Cushman faculty as they may be needed to cover classes in Batesville and there are no guarantees for employment.

Ms. Tatum asked if travel would be a problem between the two communities. Dr. Hall responded that the travel distance is 13 miles or less for most of the students impacted.

Ms. Burrow asked why Batesville. Mr. Anderson responded that Batesville Board and administration made us feel welcome, many of our patrons work in the Batesville area, and the travel time is less to Batesville than to the other contiguous districts. Mr. Anderson noted that the Cushman Board did visit with other districts before a final decision was made.

Ms. Mahony asked Mr. Anderson if he would have a position in the Batesville District. Mr. Anderson responded that a position had not been discussed. Ms. Mahony asked about the remainder of his contract with Cushman. Mr. Anderson responded it has two years remaining.

Mr. Cooper moved to accept the proposed voluntary annexation of the Cushman School District into the Batesville School District effective July 1, 2009. Ms. Gullett seconded the motion. The motion was adopted unanimously.

(A complete transcript of the following deliberation was recorded by the court reporter. That transcript is available for review from the State Board Office.)

Hearing of District Conversion Public School Charter School Application and ADE Review: Oak Grove Elementary Health, Wellness, and Environmental Science School – Paragould School District

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown summarized the Oak Grove Elementary application and introduced Dr. Aaron Hoffman, superintendent, and Mr. Nicholas Jancoviak, principal. Mr. Jancoviak presented an overview of the proposal and described the changes that would occur at the school should the proposal be approved.

Dr. Mays asked if this school would be a new elementary school in the district. Mr. Jancoviak responded that the Oak Grove Elementary School has been part of the Paragould School District for many years, but it would become a charter school, which would be a new venture for the Paragould School District. Mr. Jancoviak added that he has been a fan of charter schools and he believes the additional focus and visibility of

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the conversion charter will be good for Oak Grove Elementary as well as for the rest of the District.

Ms. Gullett asked about funding to carry out all of the changes that are proposed. Mr. Jancoviak responded that a number of grants would be sought. Grant funds would be essential for the overall implementation of the program.

Ms. Gullett asked about the recent observed decline in Benchmark Test scores. Mr. Jancoviak stated that the faculty was working very hard to get the scores to improve. He stated that this was his first year at the school and he believes that with the charter status and his leadership, the scores will improve.

Dr. Mays asked about the use of proposed grant funding that was written into the budget. Dr. Brown stated that if the proposal were approved, state charter start-up funds would be available to the school. Mr. Jancoviak stated that the funds, if available, would be used to supplement materials and supplies, conversion of the gym into a cardiovascular classroom, the construction of an outdoor classroom, and additional playground equipment.

Mr. Ledbetter noted that grant funds are one-time funds and asked about funds for the project for continuation of the work once it is started. There were no specific responses to this question.

Ms. Tatum noted that the sign-in sheet for the public meetings had a very few names. Mr. Jancoviak stated that advertisements were sent home, but few people did attend the information sessions.

Dr. Williams moved approval of the conversion charter school as proposed. Ms. Burrow seconded the motion. The motion was adopted 5 yes, 3 no. (Gullett, Mahony and Mays voted no.)

Stated reasons for no votes:

Gullett: Believed there should be more documentation provided on the proposed curriculum.

Mahony: The principal has only one year at the school to establish a program and believes more data about the school and proposed programs are needed.

Mays: Concerned about the instruction in basic skills – sees scores declining. Believes any new money should be used to reduce student-teacher ratios, not add extra programs. He believes this program is contrary to what experts state increased funds should be used to do.

Consideration for Approval to Create Two New Licensure Areas: Speech 7-12 and Drama 7-12

Beverly Williams was recognized to present this item. Ms. Williams stated that currently teachers working in either of these content areas are licensed by endorsement but there is not an option for teachers who wish to seek full licensure in one or both of these areas. She also believes that these options will address teacher shortages in these areas. Ms. Williams noted that colleges and universities that intend to recommend

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individuals for licensure in either of these areas will have to develop a program of study and submit it for approval through the Department of Education.

Dr. Williams asked if the speech were related in any way with speech pathology. Beverly Williams responded that both speech and drama are content courses offered in high schools across the state.

Ms. Gullett moved approval of the proposal. Mr. Ledbetter seconded the motion. The motion was adopted unanimously.

Consideration for Adoption: Interstate School Leadership Licensure Consortium (ISLLC) Standards for Educational Leadership Programs of Study

Beverly Williams was recognized to present this item. Ms. Williams introduced Dr. Mary Gunter, associate professor of educational leadership, Arkansas Tech University, who worked on the national panel that developed the latest revision of these Standards. Dr. Gunter stated that the Standards should be considered a guide to college and university leadership administrative training programs.

Mr. Cooper moved adoption of the ISLLC Standards as proposed. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Request for Approval of 2008-2009 Arkansas Better Chance Grants

Jamie Morrison was recognized to present this item. Ms. Morrison requested and was granted permission to submit additional grant proposals funding consideration.

Seven additional requests were submitted with total grant funds requested \$74,185.

Dr. Williams moved approval with the additional proposals as submitted. Ms. Tatum seconded the motion. The motion was adopted unanimously.

Consideration for Approval: Pass Cut Score and Pass Performance Level for the Arkansas Algebra I End-of-Course Examination

Dr. Gayle Potter was recognized to present this item. Dr. Potter introduced members of the advisory panel that reviewed the data and shared in the development of the recommended cut scores. Dr. Potter stated that the recommended cut score for pass performance level should be considered as a very minimal score not as a desired performance level, but as a score below which any student should not meet graduation requirements.

Dr. Williams moved adoption of the cut scores as proposed. Ms. Tatum seconded the motion. The motion was adopted unanimously.

Consideration for Removal of Bismark School District from Fiscal Distress Classification

Bill Goff was recognized to present this item. Mr. Goff summarized the progress made by the Bismark School District toward meeting the plan for removal from classification in fiscal distress. Mr. Goff recognized Dr. David Hopkins, superintendent Bismark School

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District. Mr. Hopkins noted the hard work of faculty, the Board and patrons of the Bismark District to make great progress in meeting the recent fiscal challenges.

Ms. Burrow asked about strategies used to accomplish approval of a 12 mill tax increase. Dr. Hopkins stated it was a work of meetings, visiting with patrons, speaking to civic groups and church groups: the community literally rose to meet the need and to get the district on positive fiscal standing.

Ms. Tatum moved approval of the recommendation to remove Bismark from fiscal distress classification. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Consideration for Removal of Clinton School District from Fiscal Distress Classification

Bill Goff was recognized to present this item. Mr. Goff summarized the progress made by the Clinton School District toward meeting the plan for removal from classification in fiscal distress. Mr. Goff introduced James McGaha, superintendent Clinton School District. Mr. McGaha noted that recent consolidations/annexations of school districts in the area contributed to the initial financial status because of personnel and facilities costs. He noted that progress has been made in re-establishing a positive carry-over account (approximately \$1.7 million by June 2009).

Dr. Mays moved to approve the request to remove the Clinton School District from fiscal distress classification. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Hearing on Waiver Request for Teaching License – Willie Archer Branch

Jennifer Flinn was recognized to present this item. Ms. Flinn summarized the background status of Mr. Branch who is seeking a waiver to enable him to acquire a teaching license. Mr. Branch was present and requested the opportunity to represent himself before the Board.

Mr. Branch stated that as a young person he did commit the crimes as charged and served time and spent the required time on probation. During the time since the conviction he noted that he has changed his behavior and priorities in his life. He entered college and is currently pursuing a degree in teacher education hoping to earn a license to teach.

Ms. Gullett asked about the content area for licensure. Mr. Branch responded that he was preparing for middle school or high school mathematics. He also noted that he has a letter of recommendation from a school superintendent agreeing to hire him as a teacher upon securing the waiver and the eligibility to receive a teaching licensure.

Dr. Williams moved that the waiver be granted and Mr. Branch be awarded a probationary license for three years with the provision that no crime be committed during the three year probationary time. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Appointment of Nominating Committee for 2009-2010

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The Chair announced the following as members of the Nominating Committee: Diane Tatum, Chair; Sherry Burrow and Jim Cooper. The Nominating Committee is to bring a recommended slate of officers to the May meeting.

Dr. Mays asked about considerations of waiver days for schools that were out due to ice and disruption of electrical service. Dr. James stated that staff members were collecting requests from school administrators. He noted that a Commissioner's Communication would be issued providing guidance to school administrators about options for making up days and seeking any waivers. He stated that the Department would be bringing recommendation to the March meeting.

Dr. James reminded Board members that the March Board meeting would be on March 16, not on the regular meeting date.

The Chair declared without objection the meeting is adjourned. The meeting adjourned at 11:55 a.m.

These Minutes were recorded and reported by Dr. Charles D. Watson.

NEWLY EMPLOYED FOR THE PERIOD OF February 1, 2009 – February 28, 2009

*Wynona Bryant-Williams – Coordinator of Nutrition Services, Grade 25, Division of Fiscal and Administrative Services, Child Nutrition, effective 02/10/09.

*MaKeshia Edwards - Accountant, Grade 18, Arkansas Public School Computer Network (APSCN), effective 02/02/09.

*Ashley Mahomes - Secretary II, Grade 13, Division of Learning Services, effective 02/09/09.

Sherri Thorne – Public School Program Advisor, Grade 21, Statewide Systems of Support/Special Programs, Professional Development/ K-12 Literacy, effective 02/09/09.

Sherman Whittle – Investigator, Grade 21, Division of Human Resources/Licensure, Professional Licensure Standards Board – Investigative Unit, effective 02/02/09.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF February 1, 2009 – February 28, 2009

Billy Ashcraft- from Secretary I, Grade 11, Division of Human Resources/Licensure, Professional Licensure, to Computer Operator I, Grade 13, Division of Human Resources/Licensure, Professional Licensure, effective 02/09/09.

* Fredrick Hodge – from Administrative Assistant II, Grade 17, Division of Learning Services, Professional Development to Administrative Assistant II, Grade 17, Division of Learning Services, School Improvement, effective 02/09/09. Lateral Transfer

Brenda Irvin – from Accountant, Grade 19, Division of Fiscal and Administrative Services, Administrative Support, to Management Project Analyst II, Grade 20, Division of Fiscal and Administrative Services, Administrative Support, effective 02/09/09.

Wanda Shockey – from Education Director Child Nutrition Programs, Grade 23, Division of Fiscal and Administrative Services, Child Nutrition, to Education Associate Director Child Nutrition, Grade 26, Division of Fiscal and Administrative Services, Child Nutrition, effective 02/09/09.

SEPARATIONS FOR THE PERIOD OF February 1, 2009 – February 28, 2009

Judith Hill – Executive/ Admin Secretary, Grade 14, Division of Fiscal and Administrative Services, Child Nutrition, effective 02/18/09. 0 years, 1 month, 6 days. Code: 01

*Minority

AASIS Code:

01 – Voluntary Termination

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
FEBRUARY 28, 2009**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of February 2009.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF FEBRUARY 28, 2009
<i>I. Financial Obligation</i>	<p>As of January 31, 2009, State Foundation Funding payments paid for FY 08/09 totaled \$35,076,076 to LRSD, \$19,257,291 to NLRSD, and \$26,233,437 to PCSSD. The Magnet Operational Charge paid as of January 31, 2009, was \$8,190,580. The allotment for FY 08/09 was \$14,742,873. M-to-M incentive distributions for FY 08/09 as of January 31, 2009, were \$2,352,530 to LRSD, \$2,089,255 to NLRSD, and \$4,933,130 to PCSSD. In September 2008, General Finance made the last one-third payment to the Districts for their FY 07/08 transportation budget. As of September 30, 2008, transportation payments for FY 07/08 totaled \$4,460,451 to LRSD, \$1,232,312 to NLRSD, and \$2,948,764 to PCSSD. In September 2008, General Finance made the first one-third payment to the Districts for their FY 08/09 transportation budget. As of September 30, 2008, transportation payments for FY 08/09 totaled \$1,428,236 to LRSD, \$419,360 to NLRSD, and \$1,114,953 to PCSSD. In March 2008, a bid for 16 new Magnet and M-to-M buses was awarded to Central States Bus Sales. The buses for the LRSD include 8 - 65 passenger buses for \$66,405.00 each. The buses for the NLRSD include 1 - 65 passenger bus with a wheelchair lift for \$72,850.00 and 1 - 47 passenger bus with a wheelchair lift for \$70,620.00. The buses for the PCSSD include 2 - 65 passenger buses for \$66,405.00 each, 2 - 47 passenger buses for \$65,470.00 each and 2 - 47 passenger buses with wheelchair lifts for \$70,620.00 each. In July 2008, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Central States Bus Sales \$1,079,700. In July 2008, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY 08/09. In July 2008, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 08/09.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF FEBRUARY 28, 2009
<i>II. Monitoring Compensatory Education</i>	<p>On January 8, 2009, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Recent news articles about the desegregation case were discussed. Mr. Scott Richardson, Arkansas Assistant Attorney General, received a letter in January from the 8th U.S. Circuit Court of Appeals, stating that the appeal of the unitary status ruling was “under active consideration”. Mr. Richardson had sent a letter to the clerk of the Court of Appeals in December asking him to inform the judges of legislative, legal and financial matters that hinge on the panel’s decision. The panel had heard oral arguments about the appeal in March of 2008. In another news article, the Attorney General’s Office rejected proposals to cap the number of new charter schools in Pulaski County, waive penalties for fiscal, academic or facilities distress, and establish a new state-funded education service cooperative in Pulaski County. The Attorney General’s Office also rejected the request that for the next seven years, the three school districts in Pulaski County continue to receive the same amount of desegregation funding that they will receive this year. Instead, the office suggested reimbursement based on declining percentage rates, such as 77 percent of desegregation funding the second year, 54 percent the third year, and similar reductions the following years. Other topics of discussion in the meeting included the school choice law and the charter school law. The LRSD has said that charter schools interfere with efforts to comply with desegregation obligations. The next Implementation Phase Working Group Meeting is scheduled for April 9, 2009 at 1:30 p.m. in room 201-A at the ADE.</p>
<i>III. A Petition for Election for LRSD will be Supported Should a Millage be Required</i>	Ongoing. All court pleadings are monitored monthly.
<i>IV. Repeal Statutes and Regulations that Impede Desegregation</i>	<p>In July 2007, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 86th Legislative Session, and any new ADE rules or regulations.</p>
<i>V. Commitment to Principles</i>	<p>On February 9, 2009, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of January.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF FEBRUARY 28, 2009
<i>VI. Remediation</i>	On February 13, 2009, ADE staff provided District Test Coordinator Training at the School for the Blind Auditorium in Little Rock. Eight staff members from the LRSD, two staff members from the NLRSD and three staff members from the PCSSD attended.
<i>VII. Test Validation</i>	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.
<i>VIII. In-Service Training</i>	A Tri-District Staff Development Committee meeting was held on February 5, 2008. Staff from PCSSD, NLRSD, LRSD and the ADE attended. The Director of Professional Development for the LRSD handed out a list of the dates and topics for eleven days of professional development. Topics included classroom management, school improvement, curriculum preparation, Next Step, Arkansas history, ESL, interventions for diverse learners, AEA, ACT, technology, parental involvement and health/physical activity. Flex days, make up sessions, and tracking professional development hours were discussed.
<i>IX. Recruitment of Minority Teachers</i>	In February 2009, the ADE Office of Professional Licensure mailed a list of the fall 2008 minority teacher graduates from reporting colleges and universities to all the Pulaski County school districts.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF FEBRUARY 28, 2009																																																																																																																																												
<p><i>X. Financial Assistance to Minority Teacher Candidates</i></p>	<p>Collin Callaway of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2007-2008 on October 15, 2007. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards for STAR are as follows:</p> <table border="1"> <thead> <tr> <th>STAR</th> <th>Male</th> <th>Male</th> <th>Female</th> <th>Female</th> <th>Total</th> <th>Total</th> </tr> <tr> <th>Race</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>58</td> <td>264,000</td> <td>328</td> <td>1,402,500</td> <td>386</td> <td>1,666,500</td> </tr> <tr> <td>Black</td> <td>10</td> <td>51,000</td> <td>29</td> <td>136,500</td> <td>39</td> <td>187,500</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>4</td> <td>18,000</td> <td>4</td> <td>18,000</td> </tr> <tr> <td>Native Amer</td> <td>1</td> <td>3,000</td> <td>1</td> <td>6,000</td> <td>2</td> <td>9,000</td> </tr> <tr> <td>Other</td> <td>4</td> <td>21,000</td> <td>11</td> <td>42,000</td> <td>15</td> <td>63,000</td> </tr> <tr> <td>Totals</td> <td>73</td> <td>339,000</td> <td>373</td> <td>1,605,000</td> <td>446</td> <td>1,944,000</td> </tr> </tbody> </table> <p>The scholarship awards for MTS are as follows:</p> <table border="1"> <thead> <tr> <th>MTS</th> <th>Male</th> <th>Male</th> <th>Female</th> <th>Female</th> <th>Total</th> <th>Total</th> </tr> <tr> <th>Race</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>7</td> <td>35,000</td> <td>28</td> <td>137,500</td> <td>35</td> <td>172,500</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>6</td> <td>30,000</td> <td>6</td> <td>30,000</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>2</td> <td>10,000</td> <td>2</td> <td>10,000</td> </tr> <tr> <td>Native Amer</td> <td></td> <td></td> <td>4</td> <td>20,000</td> <td>4</td> <td>20,000</td> </tr> <tr> <td>Totals</td> <td>7</td> <td>35,000</td> <td>40</td> <td>197,500</td> <td>47</td> <td>232,500</td> </tr> </tbody> </table> <p>The scholarship awards for MMF are as follows:</p> <table border="1"> <thead> <tr> <th>MMF</th> <th>Male</th> <th>Male</th> <th>Female</th> <th>Female</th> <th>Total</th> <th>Total</th> </tr> <tr> <th>Race</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>2</td> <td>8,750</td> <td>27</td> <td>125,000</td> <td>29</td> <td>133,750</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>2</td> <td>11,250</td> <td>2</td> <td>11,250</td> </tr> <tr> <td>Totals</td> <td>2</td> <td>8,750</td> <td>29</td> <td>136,250</td> <td>31</td> <td>145,000</td> </tr> </tbody> </table>	STAR	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	White	58	264,000	328	1,402,500	386	1,666,500	Black	10	51,000	29	136,500	39	187,500	Hispanic			4	18,000	4	18,000	Native Amer	1	3,000	1	6,000	2	9,000	Other	4	21,000	11	42,000	15	63,000	Totals	73	339,000	373	1,605,000	446	1,944,000	MTS	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	7	35,000	28	137,500	35	172,500	Hispanic			6	30,000	6	30,000	Asian			2	10,000	2	10,000	Native Amer			4	20,000	4	20,000	Totals	7	35,000	40	197,500	47	232,500	MMF	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	2	8,750	27	125,000	29	133,750	Asian			2	11,250	2	11,250	Totals	2	8,750	29	136,250	31	145,000
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<p><i>XI. Minority Recruitment of ADE Staff</i></p>	<p>The MRC met on October 9, 2007 at the ADE. Demographic reports were presented that showed ADE employees grade 21 and above by race and section as of June 30, 2007 and September 30, 2007. A spreadsheet was handed out that showed for grade 21 and above the number and percentage of black, white, and other race employees in each unit of the ADE. After reviewing the September report, it was determined that it needs some corrections. A new September report will be handed out after the changes have been made.</p>																																																																																																																																												

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF FEBRUARY 28, 2009
<i>XII. School Construction</i>	This goal is completed. No additional reporting is required.
<i>XIII. Assist PCSSD</i>	Goal completed as of June 1995.
<i>XIV. Scattered Site Housing</i>	This goal is completed. No additional reporting is required.
<i>XV. Standardized Test Selection to Determine Loan Forgiveness</i>	Goal completed as of March 2001.
<i>XVI. Monitor School Improvement Plans</i>	<p>On January 7, 2009, ADE staff met in the PCSSD District Office with Beverly Ruthven, Deputy Superintendent, Bill Barnes, Director of Secondary Education, Rhonda Harnish, Director of Elementary Education, and Anita Farver, Director of Federal Programs. Discussed training of leadership teams for schools with SI Status and schools with Scholastic Audits. Talked about writing plans for the 2009-10 school year.</p> <p>On January 14, 2009, ADE staff met with Dennis Glasgow and Leon Adams of the LRSD at the Instructional Resource Center. Worked on ACSIP funding.</p> <p>On February 11, 2009, ADE staff conducted a training/advisement session for the district and school principal on fiscal issues both federal and state for targeted schools at North Little Rock High School East. Topics discussed were approved spending for federal and state funding, parent involvement, audit results for the high school, NSLA spending, and professional development. The district is exploring their options for implementing school wide programs and will submit changes as soon as decisions are made. Plans are also being made for data collection to evaluate programs. This session is part of the district plan for monitoring individual school ACSIP. The meeting took place in the principal's office.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF FEBRUARY 28, 2009
<i>XVII. Data Collection</i>	<p>The ADE Office of Public School Academic Accountability has released the 2007 Arkansas School Performance Report (Report Card). Reading and Science ACT scores were added to the 2007 Report Card. The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas.</p>
<i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations</i>	<p>On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. "If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements". Schools in Arkansas have not yet been designated "Identified for Improvement". After a school has been "Identified for Improvement", it must make "adequate yearly progress". Schools that fail to meet the definition of "adequate yearly progress", for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August, 2002, after school starts.</p>

March 2009 Waiver Requests
2008-2009

LEA	District	# Waivers	Teacher	Licensure Areas	Out of Area Assignment	ALP Code	Years ALP	Granted/ Denied
17-01	Alma School District	1	Peerson, Alicia	Language Arts 7-12	English/Language Arts/Social Studies	002	08-09	Granted
10-02	Arkadelphia School District	1	McAfee, Cindy Linn	Middle School Math, Elem 1-6, Math 7-12	Transition Math	4546	08-09	Granted
41-01	Ashdown School District	1	Parker, Robyn	Language Arts	5th/6th English Endorsement	105	07-08, 08-09	Granted
72-03	Beebe School District	3	Emmert, Mindy	Middle Childhood Education	Special Education	230	07-08, 08-09	Granted
			Howard, Fran	Health, PE, Coaching	Middle Childhood Education	002, 168	08-09	Granted
			Jolly, Nikki	ECE P-4	School Counseling	299	07-08, 08-09	Granted
67-01	DeQueen School District	1	Kitchens, Linda	District Administrator, Physical Education, Special Education, Special Ed P-4, ECE P-4,	Curriculum Program Administrator	320	08-09	Granted
60-94	Division of Youth Services	2	Bennett, Penny	ECE P-4, Middle School English, Elementary 1-6	Special Education 4-12	230	08-09	Granted
			Moseley, Sharon		Special Education 4-12	230	07-08, 08-09	Granted
53-01	East End School District	1	Haynes, Jenna	Science 7-12	Mathematics 7-12	200	08-09	Granted
43-02	England School District	1	Price, Stephanie	Elementary 1-6	Library Media	295	08-09	Granted
41-02	Foreman School District	1	Gage, Leigh	Elementary 1-6	Music P-8	203, 205	08-09	Granted
66-03	Hackett School District	1	Colwell, Jeanette	ECE P-4	Special Education	230, 231	08-09	Denied
29-03	Hope School District	1	Willis, Jodi	ECE P-4	5th/6th Endorsement	107	08-09	Denied
44-01	Huntsville School District	1	Heavner, John	Vocal & Instrumental Music	Special Education 4-12	230	08-09	Granted
54-40	KIPP Academy Delta	1	Nelson, Marcus	NO LICENSE	Algebra 1 Endorsement	209	08-09	Denied
60-01	Little Rock School District	1	Gill, Vicki	Elem 1-6, Special Ed K-12	Spanish	003, 004	08-09	Granted
60-06	Pulaski County Special School District	3	Clemmer, Angela	District Administrator, Elementary Principal, Elem 1-6	School Counselor	299, 300	08-09	Granted

March 2009 Waiver Requests
2008-2009

LEA	District	# Waivers	Teacher	Licensure Areas		Out of Area Assignment	ALP Code	Years ALP	Granted/ Denied	
				General Science, PE 7-12	Life/Earth Science					
			Greenwood, Nancy	General Science, PE 7-12	Physical/Earth Science	169	08-09	Granted		
			Haley, Ulysses	Life/Earth Science	Physical/Earth Science	169	08-09	Granted		
58-05	Russellville School District	2	Shaw, Kristy	Business Technology	English 7-12	166	06-07, 07-08, 08-09	Granted		
			Wagoner, Candace	Middle School Math	Gifted & Talented	305, 306	07-08, 08-09	Granted		
29-06	Spring Hill School District	1	Glass, Tammy	Business Tech 4-8, MS Social Studies, Elementary 106, MS Math		225	07-08, 08-09	Granted		
46-05	Texarkana School District	1	Cooper, Lisa Cox	ECE P-4	Business Tech 7-12	166	08-09	Denied		
18-03	West Memphis School District	1	Edmondson, Jami	Business Technology	Career Orientation	Approval	08-09	Granted		
	Western Arkansas Counseling & Guidance Center - The Learning Center	3	Blount, LaManda	ECE P-4	Special Education P-4	231	08-09	Granted		
			Donaghue, Jace	MS Language Arts/Social Studies	Special Education 4-12	230	06-07, 07-08, 08-09	Granted		
			Young, Becky	ECE P-4	Special Education P-4	231	08-09	Granted		
75-09	Western Yell County School District	1	Smith, Charles B. Jr.	Life/Earth Science	Physical/Earth Science	169	08-09	Denied		
21	# School Districts Requesting Waivers	29	# Waivers Requested for the month						Total Waivers Granted	24
									Total Waivers Denied	5
									Total Waivers for March 09	29

Long-Term Substitutes Requested for March 2009						
LEA	District	# Long Term Waivers Requested	Substitute Name	Subject	Teacher of Record	Granted/Denied
04-01	Bentonville School District	2	Flint, Susan	ESL	Dougan, Kathy	Granted
43-04	Cabot School District	1	Redfield, Sarah	Career Orientation	Riddle, Charles	Granted
44-01	Huntsville School District	1	Strube, Jodi	Special Education	Hamric, Donnie	Granted
26-05	Lake Hamilton School District	1	Phillips, Bessie	Kindergarten	Rose, Heather Jordan	Granted
	Rivendell/Alta Care	2	Johnson, Phillip Wayne	Fourth Grade	Smith, Linda	Granted
	Rivendell/Alta Care		Breeden, Sara	Special Education	Schatz, Carrie	Granted
72-08	West Fork School District	1	Hunter, Reshunda	Special Education	Cochran, Vickie	Granted
18-03	West Memphis School District	1	Baughman, Clifford	Career Orientation	Fulmer, Ashley	Granted
			Murray, David	Health	Mansfield, Lawanda	Granted
Number of Districts requesting long-term substitutes for March		7			Substitute Waivers for March 2009	9



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

March 5, 2009

**State Board
of Education**

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

Ms. Mechel Wall
Benton County Charter School Organization, Inc.
2708 Kathy Lane
Rogers, AR 72758

Dear Ms. Wall:

This letter is to notify you that the Arkansas State Board of Education (State Board) will consider an agenda item concerning a report as to the financial status of the Benton County School of the Arts (BCSA) and the Northwest Arkansas Academy of Fine Arts (NAAFA) open-enrollment public charter schools at its next regularly scheduled meeting on **March 16, 2009**.

Please provide the following information for consideration by the State Board:

1. Monthly cash flow projections for both BCSA and NAAFA for March-June 2009, arranged by fund;
2. Projected ending balances per fund for both BCSA and NAAFA as of June 30, 2009;
3. Projected debts for both BCSA and NAAFA owed as of June 30, 2009;
4. Names of the members of the Founding Entity Board, the BCSA Board and the NAAFA Board; and
5. Any plans or proposed plans that have been created to address the fiscal issues of BCSA and NAAFA.

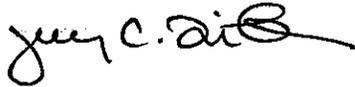
The above listed information, as well as any other information or documents that you wish to submit for the State Board's review, must be delivered to my office no later than **12:00 noon on Wednesday, March 11, 2009.**

The March State Board meeting will begin at **9:00 a.m. on March 16, 2009, in the Auditorium of the Arch Ford Education Building, #4 Capitol Mall, Little Rock, Arkansas.**

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

Thank you for your attention to this matter. Should you have any questions, please do not hesitate to contact me at 501-682-4227.

Very respectfully,

A handwritten signature in black ink, appearing to read "Jeremy C. Lasiter". The signature is fluid and cursive, with a large initial "J" and a stylized "L".

Jeremy C. Lasiter
General Counsel

cc: State Board of Education
T. Kenneth James, Ed.D., Commissioner of Education
Dr. Diana Julian, Deputy Commissioner of Education
State Board Office
Mr. Bill Goff, Assistant Commissioner-Fiscal and Administrative Services
Dr. Mary Ann Brown, Program Director, Charter Schools
Dr. Paul Hines, Superintendent, Benton County School of the Arts
Ms. Barbara Padgett, Superintendent, Northwest Academy of Fine Arts

2008-2009 Arkansas Better Chance Funding Recommendations
March 2009

REQUESTS FOR APPROVAL

Agency	Vendor #	City	Type of Grant	Amount
Arkansas Head Start Association	100046953	Little Rock	Professional Dev.	\$ 10,000
Beebe School District	100037190	Beebe	Quality Grant	\$ 1,200
Black River Area Development (BRAD)	100028895	Pocahontas	Quality Grant	\$ 800
Cedar Ridge School District	100115121	Newark	Quality Grant	\$ 800
Child Development, Inc.	100051103	Russellville	Quality Grant	\$ 3,200
Crowley's Ridge Education Cooperative	100033297	Harrisburg	Quality Grant	\$ 600
Dermott School District	100036933	Dermott	Quality Grant	\$ 800
Dewitt School District	100036945	Dewitt	Quality Grant	\$ 800
Families and Children Together	100054561	El Dorado	Quality Grant	\$ 800
Friendship Community Care	100060613	Russellville	Quality Grant	\$ 800
Gurdon School District	100036758	Gurdon	Quality Grant	\$ 800
Hamburg School District	100036927	Hamburg	Quality Grant	\$ 1,800
Little Rock School District	100036425	Little Rock	Quality Grant	\$ 600
Ouachita Industries	100060598	Camden	Quality Grant	\$ 600
Rogers School District	100036835	Rogers	Quality Grant	\$ 1,400
SEACBEC/Warren ABC Preschool	100116911	Warren	Quality Grant	\$ 1,200
Southside School District	100037233	Batesville	Quality Grant	\$ 1,200
				\$ 27,400

Arkansas Governor's School Site Selection 2010-2012
Ann Biggers

As per ADE Rules Governing Arkansas Governor's School Site Selection (January 2004), the Department made available proposals to host Arkansas Governor's School for 2010-2012 to presidents of all Arkansas 4-year colleges and universities on January 15, 2009. Renewal of the grant is contingent on successful operation.

Act 106 (Ark. Code. 6-42-106, Repl. 1999), of the regular Session of the 1979 General Assembly authorized the establishment of an Arkansas Governor's School to be held annually for rising seniors. Since its inception in the summer of 1980, over 10,000 Arkansas high school students have participated.

The site is to be selected according to the criteria outlined in the Site Selection Rules. The only difference in the proposal for the 2010-2012 school is that the number of weeks has been reduced from six (6) to four (4). During past selection cycles, some institutions asked to be able to apply for only a 4 week program. When the Site Selection Rules were approved this 4 week option was included. Additionally, in a letter to Commissioner James from Governor's School Director Lyle Rupert on October 1, 2008, Hendrix requested additional funding be provided for the program for the new cycle since they had received the same amount of funding for 9 years (three site selection cycles). However, this site selection cycle, due to economics, the ADE was not able to increase the amount of funding for the program. Therefore the only way to offer additional money was to reduce the number of weeks students would be at the program. Even though the over all total was reduced from \$740,000 to \$640,000, it is a slight increase of \$11 per student per day since the program will be 4 weeks versus 6. Commissioner Ken James, General Counsel Jeremy Lasiter and Gifted Programs Administrator Ann Biggers conferred and agreed on this change.

Proposals from interested institutions were due to the Office of Gifted and Talented February 13, 2009. One application was received from Hendrix College. There were no phone calls, emails or written inquiries from other institutions in the state. Seeing that Hendrix College has received the site selection award since its inception and considering that staff from the Office of Gifted and Talented are in constant contact with Governor's School, it was determined unnecessary to assemble a site selection committee for a site visit as is done when two or more applications are received. The application was critically read by Office of Gifted and Talented staff and a recommendation for Hendrix was put forward.

The Governor's School will be under the jurisdiction of the State Board of Education and the Arkansas Department of Education. The staff of the office of Gifted and Talented Education will have primary responsibility for coordination. A director will be named to oversee the operation and management for the duration of the school.

The Governor's Advisory Council for Gifted Education unanimously approved the recommendation for Hendrix College.

Arkansas Department of Education
Rules Governing Eligibility and Financial Incentives
For National Board for Professional Teaching Standards
July 2007

1.00 Regulatory Authority

- 1.01 These rules shall be known as the Department of Education (the Department) Rules Governing the National Board for Professional Teaching Standards Program (NBPTS Program).
- 1.02 These rules are enacted under the State Board of Education's (State Board) authority pursuant to Ark. Code Ann. §§6-11-105, 6-17-412, and 6-17-413.

2.00 Purpose

- 2.01 The purposes of these rules are to improve student learning by strengthening teaching and to encourage teachers to participate in and complete NBPTS certification by authorizing the Department to pay full tuition and incentive bonuses to participants and by establishing eligibility requirements.
- 2.02 The purpose of these rules is to outline the establishment of a support program for NBPTS.
- 2.03 The purpose of these rules is to establish the mechanism for the selection of teacher participants, as determined by the amount of funding available for the program.

3.00 Definitions

For the purposes of these rules, the following terms shall mean:

- 3.01 "Completion of the certification process" will be defined as officially being recognized as a National Board Certified Teacher (NBCT) by the NBPTS.
- 3.02 "National Board for Professional Teaching Standards" will be defined as an independent board which reliably identifies and certifies teachers who meet advanced standards and certifications by effectively enhancing student learning and demonstrating the high level of knowledge and skills, dispositions, and commitments reflected in the following five core propositions:
 - 3.02.01 Teachers are committed to students and their learning.
 - 3.02.02 Teachers know the subjects they teach and how to teach those subjects to students.

- 3.02.03 Teachers are responsible for managing and monitoring student learning.
- 3.02.04 Teachers think systematically about their practice and learn from experience.
- 3.02.05 Teachers are members of learning communities.
- 3.03 “A support program for candidates” is a comprehensive process of technical and financial assistance provided to program applicants to ensure successful program completion, as Ark. Code Ann. §6-17-413 allows.
- 3.04 “The NBPTS Advisory Committee“ (the Committee) is a ten (10) member team of three (3) National Board Certified Teachers, three (3) National Board facilitators, and four (4) educational administration or business representatives, to include one Department staff member, which will advise the Department on policy issues, assist in the support system, and select candidates based on relevant criteria when all candidates cannot be funded; such criteria to be established by the Committee in accordance with law and with final review and approval by the State Board.
- 3.05 “Classroom teacher” means a teacher who is required to hold a standard teaching license from the Department 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, with that 70% allowed to include:
 - 3.05.01 regularly scheduled instructional preparation time during the regular school day;
 - 3.05.02 a maximum of one period per day service as an instructional department chair;
 - 3.05.03 service as a master teacher in a charter school;
 - 3.05.04 service as a mentor to a novice teacher;
 - 3.05.05 employment by an educational service cooperative when the teacher provides direct student services for a collaborative of school districts in public school buildings and other instructional settings throughout the cooperative area; and
 - 3.05.06 instructional positions such as library/media specialist, school guidance counselor, literacy specialist, math specialist or others for whom NBPTS certificates specifically exist.

- 3.06 “Classroom setting” for purposes of candidacy means full-time assignment to a setting in a specific Arkansas public school building or buildings in which a teacher works directly with a student or students and for purposes of a starting or a yearly bonus means full-time assignment to a setting in a school building(s) or other instructional settings cited in §3.05.05 where an NBCT is directly involved in the instructional process by teaching children, by facilitating the instructional process through work with building teachers in classrooms, or by serving in the role of building administrator, assistant building administrator, district curriculum administrator, or program administrator.
- 3.07 “Starting bonus” means a one-time bonus given during the school year in which an individual first obtains National Board certification. The amount is \$3,000 in 2003-2004, \$4,000 in 2004-2005, and \$5,000 thereafter. This provision shall apply only to the extent that necessary funds are appropriated to the Department.
- 3.08 “Yearly bonus” means a bonus that a NBCT receives in each of years two (2) through ten (10) of the 10-year life of the certificate. The amount is \$3,000 in 2003-2004, \$4,000 in 2004-2005, and \$5,000 thereafter. This provision shall apply only to the extent that necessary funds are appropriated to the Department.
- 3.09 “Two (2) continuous years” means a two-year period following certification that includes the year of certification and the year immediately following certification.
- 3.10 “Three (3) years of teaching in the Arkansas public school system”, as required for state support of candidacy, shall be credited beginning no earlier than the year in which the initial license to teach in an Arkansas public school is issued.

4.00 Selection Process and Requirements

- 4.01 Qualified applicants will establish eligibility for funding by:
- 4.01.01 successfully completing the official application process established by the Department;
 - 4.01.02 never receiving any prior federal or state funding for participation in a certification area in the NBPTS program;
 - 4.01.03 verifying at least three (3) years teaching experience in Arkansas public schools that can include the years following initial licensure, a current standard Arkansas teaching license, and current employment as an Arkansas public school classroom teacher in a classroom setting; and
 - 4.01.04 teaching in an area that correlates to an available and suitable National Board certificate area.

- 4.02 When candidate demands exceed funding availability, the NBPTS Advisory Committee will review and recommend to the Department an appropriate selection of candidates to be funded.
- 4.03 At the time that the National Board establishes a certification for school administrators and an Arkansas district-level central office administrator becomes national board certified, the district level central office administrator will be eligible to receive incentive bonuses in the amount awarded to NBCTs for every year for the life of the NBPTS administrator's certificate.
- 4.04 Achieving NBCT status prior to renewal of the Arkansas standard teaching license satisfies professional development requirements for the period between the beginning and end of that one renewal period; achieving a total score of 225 across all of the ten entries submitted to the NBPTS satisfies one-half of the professional development requirements for the period between the beginning and end of one renewal period.

5.00 Payment of Fees and Bonuses

- 5.01 The Department of Education shall pay full tuition for the NBPTS initial participation fee, one retake entry fee, and up to three days of school release time to qualified teacher applicants as funds are available.
- 5.02 The Department shall pay any NBCT who is employed in an Arkansas public school district (except as prescribed in Section 5.02.1) as a teacher in accordance with Section 3.05-3.06 of these rules a starting bonus in the first year of certification and a yearly bonus for each of the remaining nine years of the ten-year certificate.
 - 5.02.01 Eligible NBCTs will continue to receive the yearly bonus while participating in State Board approved teaching excellence programs such as Arkansas Teacher of the Year.
- 5.03 Any NBCT who moves into the state and teaches in an Arkansas public school classroom shall be eligible for the yearly bonus for every remaining year in the life of the NBPTS certificate; provided that the same bonus is available to a NBCT who moves into the state and assumes the position of building administrator, assistant building administrator, district curriculum administrator, or program administrator in a public school district for the life of the NBPTS certificate.
- 5.04 Available funds for NBPTS state activities support functions in this order of priority: (a) payment of bonus incentives; (b) initial fee payments; (c) necessary program expenses; (d) support system expenses; and (e) retake entry fees.
- 5.05 No increase in the starting or yearly bonus is retroactive.

- 5.06 The Department will issue a standard Arkansas teaching license to any National Board certified teacher, building-level principal, or building level assistant principal trained in and licensed by a state other than Arkansas who moves to Arkansas, provided that the NBCT status is current at the time of license application and that the applicant passes the required criminal background check.
- 5.07 An Arkansas-licensed teacher who personally pays the expenses of NBPTS candidacy and becomes a NBCT is eligible for a starting and yearly bonus under the same terms as a NBCT who achieves certification through state fee support.
- 5.08 The Department shall pay any NBCT who has successfully completed the NBPTS certification as a classroom teacher and is employed in an Arkansas public school district as a building administrator, assistant building administrator, district curriculum administrator, or program administrator a yearly bonus for each of the remaining years of the ten-year certificate.
- 5.09 Provisions of Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that necessary funds are appropriated to the Department.

6.00 Repayment of Fees

- 6.01 Repayment of state funds for the NBPTS is required if a recipient:
 - 6.01.01 does not complete the certification process within three years after entry,
 - 6.01.02 after becoming a NBCT with the support of state funds, does not teach in an Arkansas public school classroom in an Arkansas public school district for two (2) continuous school years or serve as a building principal and/or assistant building principal for two (2) continuous years after achieving NBCT status.
- 6.02 Repayment of funds is not required only due to:
 - 6.02.01 death or disability of the teacher, or
 - 6.02.02 other serious extenuating circumstances and/or health related problems verified by a licensed physician as may be recognized by the State Board.
- 6.03 The State Board can revoke a teaching license for failure to repay state funds.

7.00 Support Program for Teachers Selected to Participate in NBPTS

- 7.01 The State Board will establish a support program for teachers selected to participate in NBPTS by:
- 7.01.01 establishing a variety of support opportunities such as annual pre-candidacy orientations, regular meetings of participants, telephone/email contact with facilitators and NBCTs, and Department intervention with NBPTS if necessary;
 - 7.01.02 providing information on the NBPTS state support program on the Department web site;
 - 7.01.03 providing other assistance, if determined to be necessary by the Department; and
 - 7.01.04 designating Department staff to coordinate NBPTS activities at the state level
 - 7.01.05 Provisions of Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that necessary funds are appropriated to the Department.

8.00 Monitoring

- 8.01 The local public school district that employs a NBCT must verify to the Department annually the employment status of that teacher for each year of the ten-year life of the certificate.
- 8.02 No person shall receive either a starting bonus or a yearly bonus if the person leaves the full-time employment of an Arkansas public school district; becomes employed as a district-level central office administrator (subject to the provisions of Section 4.03); is employed by an Arkansas institution of higher education; or is employed by an education service cooperative and does not teach in a classroom with students as defined in Sections 3.05-3.06 of these rules.

9.00 Funding

- 9.01 Provisions of Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that funds are appropriated to the Department to pay for these provisions.
- 9.02 To the extent funds as provided for by Ark. Code Ann. §26-52-311(c)(3)(B) are available, such funds may be used to fund the “starting incentive bonus” and the “yearly incentive bonus” required in §§3.07 and 3.08 of these rules and required by Ark. Code Ann. §6-17-413.

**Arkansas State Board of Education
Executive Summary
February 9, 2009**

Agenda Item Number:

Agenda Item: Waiver of National Board for Professional Teaching Standards (NBPTS) repayment of State funds

Attachments: Arkansas Code 6-17- 413
National Board Rules
Supporting data from Phyllis Watts

Presenter: Michael Rowland, NBPTS Program Advisor

Recommendation for Action:

Recommendation that fee and substitute pay reimbursement waiver for **Phyllis Watts** be considered and granted due to health and/or extenuating circumstances as outlined. The State Board of Education has the authority to waive repayment of State monies in cases of death, disability, or extenuating circumstances. The law governing the National Board support program is attached. Please refer to Arkansas Code 6-17-413, Section 1(b)(1), (b)(2), and (b)(4) and Section 3.01 of the National Board rules.

Background Information:

Phyllis Watts asks that her repayment obligation of \$2,500.00 be waived due to her inability to complete the requirements of her National Board for Professional Teaching (NBPTS) candidacy as a result of ongoing surgeries and treatments for cancer. Her letter of explanation and doctor's letter verify a diagnosis of cancer in September 2008 requiring her to withdraw from her third year of NBPTS candidacy.

During Mrs. Watts' second year of candidacy, her husband was diagnosed with liver cancer requiring ongoing surgeries and treatments. She began her NBPTS candidacy during the 2006-2007 cycle. The emotional and physical stress of both she and her husband combating cancer should be considered extenuating circumstances to grant Mrs. Watts the waiver.

Arkansas Department of Education
Rules Governing Eligibility and Financial Incentives
For National Board for Professional Teaching Standards
July 2007

1.00 Regulatory Authority

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2.00 Purpose

- 2.01 The purposes of these rules are to improve student learning by strengthening teaching and to encourage teachers to participate in and complete NBPTS certification by authorizing the Department to pay full tuition and incentive bonuses to participants and by establishing eligibility requirements.
- 2.02 The purpose of these rules is to outline the establishment of a support program for NBPTS.
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3.00 Definitions

For the purposes of these rules, the following terms shall mean:

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- 3.03 “A support program for candidates” is a comprehensive process of technical and financial assistance provided to program applicants to ensure successful program completion, as Ark. Code Ann. §6-17-413 allows.
- 3.04 “The NBPTS Advisory Committee“ (the Committee) is a ten (10) member team of three (3) National Board Certified Teachers, three (3) National Board facilitators, and four (4) educational administration or business representatives, to include one Department staff member, which will advise the Department on policy issues, assist in the support system, and select candidates based on relevant criteria when all candidates cannot be funded; such criteria to be established by the Committee in accordance with law and with final review and approval by the State Board.
- 3.05 “Classroom teacher” means a teacher who is required to hold a standard teaching license from the Department 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, with that 70% allowed to include:
 - 3.05.01 regularly scheduled instructional preparation time during the regular school day;
 - 3.05.02 a maximum of one period per day service as an instructional department chair;
 - 3.05.03 service as a master teacher in a charter school;
 - 3.05.04 service as a mentor to a novice teacher;
 - 3.05.05 employment by an educational service cooperative when the teacher provides direct student services for a collaborative of school districts in public school buildings and other instructional settings throughout the cooperative area; and
 - 3.05.06 instructional positions such as library/media specialist, school guidance counselor, literacy specialist, math specialist or others for whom NBPTS certificates specifically exist.

- 3.06 “Classroom setting” for purposes of candidacy means full-time assignment to a setting in a specific Arkansas public school building or buildings in which a teacher works directly with a student or students and for purposes of a starting or a yearly bonus means full-time assignment to a setting in a school building(s) or other instructional settings cited in §3.05.05 where an NBCT is directly involved in the instructional process by teaching children, by facilitating the instructional process through work with building teachers in classrooms, or by serving in the role of building administrator, assistant building administrator, district curriculum administrator, or program administrator.
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 - 5.02.01 Eligible NBCTs will continue to receive the yearly bonus while participating in State Board approved teaching excellence programs such as Arkansas Teacher of the Year.
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- 5.04 Available funds for NBPTS state activities support functions in this order of priority: (a) payment of bonus incentives; (b) initial fee payments; (c) necessary program expenses; (d) support system expenses; and (e) retake entry fees.
- 5.05 No increase in the starting or yearly bonus is retroactive.

- 5.06 The Department will issue a standard Arkansas teaching license to any National Board certified teacher, building-level principal, or building level assistant principal trained in and licensed by a state other than Arkansas who moves to Arkansas, provided that the NBCT status is current at the time of license application and that the applicant passes the required criminal background check.
- 5.07 An Arkansas-licensed teacher who personally pays the expenses of NBPTS candidacy and becomes a NBCT is eligible for a starting and yearly bonus under the same terms as a NBCT who achieves certification through state fee support.
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 - 6.02.02 other serious extenuating circumstances and/or health related problems verified by a licensed physician as may be recognized by the State Board.
- 6.03 The State Board can revoke a teaching license for failure to repay state funds.

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- 7.01 The State Board will establish a support program for teachers selected to participate in NBPTS by:
- 7.01.01 establishing a variety of support opportunities such as annual pre-candidacy orientations, regular meetings of participants, telephone/email contact with facilitators and NBCTs, and Department intervention with NBPTS if necessary;
 - 7.01.02 providing information on the NBPTS state support program on the Department web site;
 - 7.01.03 providing other assistance, if determined to be necessary by the Department; and
 - 7.01.04 designating Department staff to coordinate NBPTS activities at the state level
 - 7.01.05 Provisions of Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that necessary funds are appropriated to the Department.

8.00 Monitoring

- 8.01 The local public school district that employs a NBCT must verify to the Department annually the employment status of that teacher for each year of the ten-year life of the certificate.
- 8.02 No person shall receive either a starting bonus or a yearly bonus if the person leaves the full-time employment of an Arkansas public school district; becomes employed as a district-level central office administrator (subject to the provisions of Section 4.03); is employed by an Arkansas institution of higher education; or is employed by an education service cooperative and does not teach in a classroom with students as defined in Sections 3.05-3.06 of these rules.

9.00 Funding

- 9.01 Provisions of Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that funds are appropriated to the Department to pay for these provisions.
- 9.02 To the extent funds as provided for by Ark. Code Ann. §26-52-311(c)(3)(B) are available, such funds may be used to fund the “starting incentive bonus” and the “yearly incentive bonus” required in §§3.07 and 3.08 of these rules and required by Ark. Code Ann. §6-17-413.

**Arkansas State Board of Education
Executive Summary
February 9, 2009**

Agenda Item Number:

Agenda Item: Waiver of National Board for Professional Teaching Standards (NBPTS) repayment of State funds

Attachments: Arkansas Code 6-17- 413
National Board Rules
Supporting data from Phyllis Watts

Presenter: Michael Rowland, NBPTS Program Advisor

Recommendation for Action:

Recommendation that fee and substitute pay reimbursement waiver for **Linda Buck** be considered and granted due to health and/or extenuating circumstances as outlined. The State Board of Education has the authority to waive repayment of State monies in cases of death, disability, or extenuating circumstances. The law governing the National Board support program is attached. Please refer to Arkansas Code 6-17-413, Section 1(b)(1), (b)(2), and (b)(4) and Section 3.01 of the National Board rules.

Background Information:

Linda Buck asks that her repayment obligation of \$2,300.00 be waived due to her inability to complete the requirements of her National Board for Professional Teaching (NBPTS) candidacy due to the emotional stress of losing her son in a drowning accident on Dec. 27, 2007.

In addition to a copy of her son's obituary, Mrs. Buck has provided a letter explaining her inability to complete NBPTS candidacy as a direct result of the emotional strain of losing her son during her second year of candidacy. It is my judgment that she should be considered for the extenuating circumstances waiver.



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

February 27, 2009

State Board
of Education

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

Mr. James Staggs
Bald Knob School District
103 West Park Street
Bald Knob, AR 72010

Dear Mr. Staggs:

This letter is to certify that the Bald Knob 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. The District may now petition the State Board of Education for removal from Fiscal Distress status. The petition should be sent to Dr. T. Kenneth James, Four Capitol Mall, Room 304-A, Little Rock, AR 72201. The petition will be presented to the State Board at the March 16, 2009 meeting. 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 Bald Knob School District and encourage continued diligence to sustain this improvement.

Sincerely,

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

HB:ddm

cc: T. Kenneth James, Ed.D.
Mr. William J. Goff

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

Bald Knob School District
LEA # 7301
White County

Classified in Fiscal Distress

June 11, 2007

Fiscal Distress Indicators and Additional Concerns:

- * A projected negative balance of (\$478,902) for fiscal year end June 30, 2008. (Based on trend analysis of prior three years)
- * During fiscal years 2004, 2005, 2006 to present the District obtained current loans to support district operations.
- * FY04 the District had significant audit findings, including utilizing short term loans, sixty-three (63) instances of inadequately documented travel reimbursements, and total expenditures exceeded total revenues, due to construction cost of the new high school complex.
- * FY05 the District had significant audit findings, including utilizing short term loans, operating bank account was unreconciled, and failure to file the required report with the Department of Education indicating the recipients and amounts paid or the source of the non-recurring revenue from which the bonuses were paid to all certified personnel.
- * April 30, 2007 the District had outstanding short term loans totaling \$799,999.

District Profile:	2004-05	2005-06	2006-07	2007-08
Superintendent	Jeff Heverling	Wayne Fawcett	Wayne Fawcett/ James Staggs	James Staggs
4 QTR ADM	1,323	1,304	1,307	1,309
Assessment	49,091,856	50,493,005	52,033,713	54,438,033
Total Mills	38.50	38.50	38.50	38.50
Total Debt Bond/Non Bond	8,871,050	9,228,035	9,040,744	8,928,958
Per Pupil Expenditures	7,335	8,049	8,617	7,176
Personnel-Non-Fed Certified FTE	101.64	107.20	110.28	102.07
Avg Salary-Non-Fed Cert Clsrm FTE	40,138	39,346	40,843	40,990
Net Legal Balance (Excl Cat & QZAB)	888,362	420,604	40,571	1,434,475

Background Information:

- *The Department of Education assumed administrative control of the Bald Knob School District August 22, 2007.
- *On September 24, 2007, the State Board of Education held a special meeting to consider the proposed annexation of the district.
- *The State Board reviewed the status of the district at the regularly scheduled meeting held December 10, 2007.

District Actions

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

2007-08

- Reduced certified personnel by 7.14 FTE's through attrition and RIF
- Reduced classified personnel by 6.5 FTE's through attrition and RIF
- Reduced the number of contracted days for 12 employees
- Reduced employee health benefits to the state minimum
- Eliminated sick leave bonus
- No new construction or capital improvement projects
- Restructured debt in September election
- Approved sales tax in November election
- Sold residential property owned by district
- Eliminated all short term debt

2008-09

- Reduced certified personnel by 4 FTE's through RIF and attrition
- Reduced classified personnel by 4 FTE's through attrition
- Continue to monitor operational spending
- Utilized restricted funds more efficiently

MAR-2-2009 16:36 FROM: 5017246621 10:15016835293 P.2

Bald Knob Public Schools

James W. Staggs, Interim Superintendent

103 W. Park
Bald Knob, AR 72010-9803
Ph. 501-724-3273 • Fax: 501-724-6621

March 2, 2009

Dr. Ken James
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1071

RECEIVED
MAR 02 2009
Financial Accountability and
Reporting

Dear Dr. James:

The Bald Knob School District was classified to be in Fiscal Distress on June 11, 2007. On August 22, 2007, the Department of Education relieved the superintendent and local school board of their duties, and assumed administrative control of the school district.

The patrons of the community were notified that a special State Board of Education meeting would be held on September 24, 2007 to consider annexation of the district. Our community had thirty two days to save Bald Knob School District.

The financial condition of the school district was as follows:

1. Operating cash balance of \$18,000.
2. Short term loans of \$900,000, due on December 31, 2007.
3. Revolving and other bank loans of \$450,000.
4. Forward usage of \$1,200,000 of 2007-2008 district foundation aid to make August payroll and a \$500,000 short term loan due in August 2007.
5. Unpaid bills of \$230,000.

The following events occurred between June 11, 2007 and to include September 24, 2007:

1. The previous administration and school board made salary and benefits reduction of approximately \$600,000 utilizing RIF and attrition.
2. The interim superintendent, appointed on August 22, 2007, placed all operating spending on a must have basis.
3. Our community came together, and with the help of people in other communities, we raised \$1,506,000.
4. At the September school board election we were able to refund some school bonds, and fold the \$450,000 into annual debt service payments.
5. The Bald Knob City Council placed a proposal on a November Special Election ballot for the purpose of a sales and usage tax of two cents for one year, and one cent the second year, with 95% of the proceeds going to the school.
6. On September 24, 2007, the State Board of Education scheduled a further hearing on December 10, 2007.
7. We learned the value of togetherness and prayer.



Bald Knob Public Schools

James W. Staggs, Interim Superintendent

103 W. Park

Bald Knob, AR 72010-9803

Ph. 501-724-3273 • Fax: 501-724-6621

The following is a capsule of the months that followed September 24, 2007:

1. In November our town passed the proposed sales and usage tax with a favorable vote of 89%.
2. In early December we paid the last of the short term loans (\$900,000), which were due December 31, 2007.
3. On December 10, 2007, we met with the State Board of Education and reported the payment of all loans, passing of the sales and usage tax and the projected cash flow for each month. The night we had a community meeting and shredded all bank notes.
4. On the recommendation of Commissioner James, the State Board of Education was very kind, and took the annexation off the table, and allowed us to continue.
5. Our legal cash balance was \$1,434,475 on June 31, 2008.
6. The audit for 2007-2008 school year was very good. We had one small exception that we were not aware of. And it was immediately corrected.
7. As of February 28, 2009 our legal unencumbered cash balance is \$1,820,663.67 plus a \$600,000 CD. We project \$1,612,609.27 as an ending cash balance on June 31, 2009.

It has been an exceptional nineteen months for our school and its patrons. We have been blessed in a way that no one can understand without having lived these past months among us. Our district is composed of adults and children who truly love and value their school district in a way that is unexplainable.

I was very concerned that the stress on everyone would affect our academics. Our teachers and student gained in almost all areas.

Sir, I would respectfully request that you petition the Arkansas State Board of Education to remove Bald Knob School District from fiscal distress status.

Should you have any further questions, please do not hesitate to call me. Thank you so much for your assistance and care for our school and its patrons.

Sincerely,

James Staggs
Interim Superintendent





ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

State Board
of Education

Randy Lawson
Bentonville
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Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

March 5, 2009

Dr. Linda Watson
Little Rock School District
810 West Markham Street
Little Rock, AR 72202

Re: Notice of State Board Meeting

Dear Dr. Young:

This letter is to inform you that your request for a hearing regarding Arthur Bo Felder Learning Academy will be considered at the State Board of Education's meeting on **Monday, March 16, 2009**. The meeting is scheduled to begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building at Four Capitol Mall in Little Rock, AR.

Please ensure that you have all necessary documentation and personnel in attendance in order to address any questions from the Arkansas State Board of Education concerning your request.

Please feel free to contact the Charter School Office at (501) 683-5313, should you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Mary Ann D. Brown, Ed.D.".

Mary Ann D. Brown, Ed.D.
Program Director, Charter Schools

MB/ms

c/c: Dr. Diana Julian, Deputy Commissioner
Jeremy C. Lasiter, General Counsel

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

DISTRICT CONVERSION CHARTER SCHOOL RENEWAL REPORT

ARTHUR BO FELDER LEARNING ACADEMY

Sponsoring District: Little Rock School District
Little Rock, AR

ENROLLMENT

Enrollment for 2006-07: 65

Enrollment for 2007-08: 113

WAIVERS/ AMENDMENTS

Amendments to Original Charter: No amendments have been requested.

Waivers: No additional waivers were requested.

TESTING DATA

For testing data and performance goals please refer to pages 7 to 20 of the Renewal Application.

STANDARDS

Arthur Bo Felder Learning Academy status for the 2007-2008 school year was of an accredited school. Please see attachment 1 for the 2007-2008 Annual Accreditation Status Report.

SPECIAL EDUCATION

Ms. Debbie Zerringer, State Supervisor assigned to Little Rock School District has reported to the Public Charter Schools Office that Arthur Bo Felder Learning Academy was monitored along with the District by the Special Education Unit during the 2006-2007 school year and has cleared all compliance issues resulting from the special education monitoring visits. The Little Rock School District was not found to have any monitoring issues with their District Conversion Public Charter School. Please see attachment 2 for a copy of the letter from Mike Crowley, ADE Special Education Unit.

The Arkansas Department of Education – Charter School Office requested the following information from Ms. Barbara Barnes, Director of the Division of Special Programs, Little Rock School District.

- Basic information regarding the Special Education Program;

- How do students get into the program;
- Assurance that the Special Education students are not treated differently than the other kids.

The Charter School Office received a letter from Ms. Barbara Barnes, Director of Division of Special Programs on February 27, 2009. Please see attachment 3 for a copy of the letter.

FACILITIES

In addition to the Site Visit Report here presented, please see attachment 4 for a copy of the Operations and Maintenance Report I submitted by Mr. Terry Granderson, Senior Project Manager, Division of Public School Academic Facilities and Transportation.

Maintenance issues have been addressed and completed. Please see attachment 5 for copies of the work orders and fire inspection.

Site Visit Date: 2/17/09

1. **Charter School:** Felder Academy Charter School
2. **Location:** 6900 Pecan Lane, Little Rock, Arkansas
3. **General Observations:** The facility is the former Badgett Elementary School in the Little Rock School District. This is an Alternative School and there are no ADA students, nor are any anticipated. The typical construction is slab floor, concrete block walls, brick veneer, steel bar joists and a flat built-up roof with no apparent leaks. Each classroom has central gas heating in the classroom and window air conditioners. Some of the furnaces looked at, which were described as typical, still have missing front panels. In addition to not having the front panels on the older furnaces, the clearance to the back of the door was less than required for safe use of a gas furnace with potential flame roll-out.
4. **Academic Suitability:** Typical classrooms are approximately 600 square feet each in size.
5. **ADA Accessibility:** Parking lot, entrances and group restrooms are accessible with the exception of the lavatories which are enclosed by cabinets and are not easily wheelchair accessible. Water fountains are accessible.
6. **Life Safety Codes:** The entire building has a fire alarm system and surveillance system. The kitchen exhaust hood in the kitchen has a fire suppression system with automatic gas shut-off.
7. **Conclusion:** The facility does not meet the full range of the most current standards as stated in the Arkansas Facility Manual. But, given waivers for the obvious non-

compliance with the most current facility standards, the facility does appear to meet the most critical facility needs.

8. **Recommendation:** That facility be brought up to the full standard or waivers issued/or extended by the state board. Additionally, due to the potential fire hazards related to the furnaces, it is recommended that LRSD (which is responsible for maintenance) conduct an inspection to determine if there are any safety violations with regard to has furnace and, if necessary, bring every gas furnace up to a safe level of operation and that the inspection be performed by the City of Little Rock.
9. **Asbestos:** The school district is required to have an asbestos plan on file for all facilities. A copy of that plan has been requested as an Action Item in the attached Operations and Maintenance Report for that facility.

FINANCE

- g. 2008 – 2009 Cycle 1 Validation Report. Include explanation of variance if pertinent.
 - Report provided.
- h. June 30, 2008 Detailed Statement of Changes in Fund Balances
 - Report provided
- i. November 30, 2008 Detailed Statement of Changes in Fund Balances
 - Report provided
- j. June 30, 2008 Summary Revenue Status Report
 - Report provided
- k. November 30, 2008 Summary Revenue Status Report
 - Report provided
- l. June 30, 2008 Summary Expenditure Status Report
 - Report provided
- m. November 30, 2008 Summary Expenditure Status Report
 - Report provided
- n. June 30, 2008 Audit, if available
 - Not Applicable
- o. June 30, 2007 Audit, or most recent audit reviewed by the Legislative Joint Auditing Committee. Include Legislative Audit correspondence
 - Audit report provided
- p. June 30, 2008 Bank Reconciliation Report, including corresponding bank statement.
 - Report provided

- Bank Reconciliation Report balanced to bank statement
- q. November 30, 2008 Bank Reconciliation Report, including corresponding bank statement.
- Report provided
 - Bank Reconciliation Report balanced to bank statement

LEGAL

- 1.) p. 5, Application: The Applicant states that the school's enrollment for the 2007-2008 school year was 113 students. The school's charter provides for an enrollment cap of 110 students. Even though the school's enrollment for the 2008-2009 school year is listed as only 97 students, the school must be made aware that it cannot exceed its enrollment cap at any time without a charter amendment granted by the State Board.
- 2.) p. 6, Application: "The Juvenile Judges will have access to 40 seats. The two participating school districts will have access to the remaining seats [70]"

Such enrollment limitation is not in keeping with the requirement of nondiscriminatory admission of students. All children within the Little Rock and North Little Rock School Districts must be given an equal opportunity to attend the charter school.

- 3.) Waivers, pp. 21-22, Application:
- a. Ark. Code Ann. §§ 6-15-1004 and Section 15.03 of the Standards of Accreditation Rules:
- The State Board may waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
 - The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Section 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
 - All teachers and school personnel must submit to criminal background checks.
- b. "Hallway size to be less than the 12 feet requirement."

This waiver request was contained in the original charter, and is not being rescinded by the Applicant even though the school is now housed in a different academic facility. The Division of Public School Academic Facilities and Transportation should check with the Applicant to ensure that this waiver request is required for the current school facility.

ATTACHMENT 1
ANNUAL ACCREDITATION STATUS REPORT
2007-2008

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/15/2008

Page #: 2

Lea: 60-01-000

District: LITTLE ROCK SCHOOL DISTRICT

County: PULASKI

Supervisor: D. EVANS

```

Enrollment-      K   2068
                  1   2177
                  2   2051
                  3   2042
                  4   1981
                  5   1966
                  6   1830
                  7   1848
                  8   1866
                  9   2126
                 10   2212
                 11   1852
                 12   1719
                 EE    0
                 SM    0
                 SS    0
                 13    0
    
```

Total enrollment for 60-01-000: 25738

FTE Totals-

```

Counselor          78.00
Principal          42.00
Asst. Principal   53.00
Library/Media     44.00
    
```

Staff Development Hours:

Total Book Volume:

ATTACHMENT 2
SPECIAL EDUCATION LETTER
ARKANSAS DEPARTMENT OF EDUCATION
SPECIAL EDUCATION

ARKANSAS DEPARTMENT OF
Education 

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
<http://ArkansasEd.org>

December 26, 2007

Barbara Barnes, Director
Special Education
Little Rock School District
810 W. Markham
Little Rock, Arkansas 72201

Dear Ms. Barnes:

The purpose of this letter is to acknowledge additional evidence submitted by the District on November 13, 2007 to ensure compliance with the corrective actions resulting from the District's Official Compliance Monitoring of its Special Education Program conducted by the Arkansas Department of Education (ADE), Special Education Unit on April 23- 25, 2007. The district is noted to have submitted all evidence required for correction of deficiencies cited by the Arkansas Department of Education, Special Education Office.

Corrective Action I: Child Find

The District is noted to have fully complied with Corrective Action I: Child Find.

Evidence Due: None

Corrective Action: II, III, IV, V, VI, VII: Due Process

The District has demonstrated that it has obtained outside Technical Assistance (TA) in areas in which the District needs assistance and evidence of substantial compliance has been submitted to the ADE, Special Education office on September 14, 2007 and amended on November 13, 2007.

Evidence Due: None

Corrective Action: Protection in Evaluation Procedures/Procedures for Evaluating Specific Learning Disabilities IX, X, XI, XIII, XIII, XV, XVI, XVII

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

Page 2

The District has submitted sufficient documentation in regard to how it plans to correct noted deficiencies in addressing Corrective Actions associated with Protection in Evaluation Procedures and in addressing Procedures for Evaluating Specific Learning Disabilities.

Evidence Due: None Additional evidence in regard to Procedures for Evaluating Specific Learning Disabilities was submitted on November 13, 2007.

Corrective Action: Individualized Education Program - XVIII, XIV, XX, and XXI XXII

The District has submitted sufficient documentation as to how it has implemented corrective actions to address noted deficiencies in development and implementation of IEPs in accordance with state and federal guidelines.

Evidence Due: None

Corrective Action: Free Appropriate Public Education - XXIII

Extended School Year Services, the District has provided sufficient documentation to comply with the corrective action.

Evidence Due: None

Respectfully,


Mike Crowley, Administrator
Monitoring/Program Effectiveness
Special Education

Cc: Dr. Linda Watson, Superintendent
Marcia Harding, Associate Director, ADE-SEU
Rhonda Barringer, SEA Supervisor
File

ATTACHMENT 3

SPECIAL EDUCATION LETTER

**LITTLE ROCK SCHOOL DISTRICT
DIVISION OF SPECIAL PROGRAMS**



LITTLE ROCK SCHOOL DISTRICT
Division of Special Programs
810 West Markham
Little Rock, AR 72201
501-447-1033 fax 501-447-1044

February 27, 2009

Dr. Mary Ann Brown
Program Director, Charter Schools
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Dr. Brown:

The Little Rock School District (LRSD) makes every effort to provide services for students with disabilities as mandated by IDEA 2008. LRSD has been monitored according to the ADE monitoring schedule with notification stating the District has satisfied the corrective actions previously submitted. The District continues to execute all recommendations in order to appropriately address the students' individual needs in accordance with their individualized educational programming.

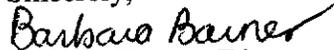
In keeping with the rules and regulations set forth in IDEA 2008, all students receiving special education and related services at Felder Learning Academy are afforded the opportunity to access the mandated continuum of services as outlined in their individual education plans. The building level staff, with the facilitation of the Division of Special Programs, conduct child find activities to adequately support those students that may be in need of all services outlined under IDEA. Once students are identified as in need of possible services, the referral, evaluation and placement procedural safeguards under IDEA are followed to address the individual needs of the students.

It is with sincere acknowledgement that all students receiving special education and related services are afforded all opportunities to access a free and appropriate public education alongside their non-disabled peers. The students under IDEA are educated in their least restrictive environment as deemed appropriate in their individualized education plans.

In order to ensure these procedural safeguards are being followed at Felder Learning Academy, due process files for students under IDEA are monitored regularly by a Local Special Education Supervisor (LEA) for the purpose of checking files for compliance under IDEA. A detailed report is sent to the school denoting any corrective actions required for compliance. A LEA supervisor has been assigned to monitor and provide technical assistance for the staff at Felder Learning Academy as deemed appropriate.

If additional information is needed, please feel free to contact me.

Sincerely,



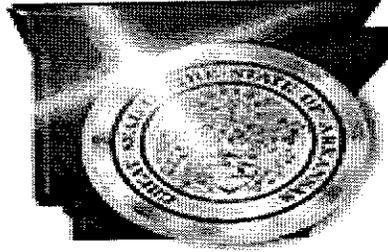
Barbara Barnes, Director

Division of Special Programs

BB/sdg

ATTACHMENT 4
OPERATIONS AND MAINTENANCE
COMPLIANCE REPORT
FEBRUARY 17, 2009

Arkansas Division of Public School



Academic Facilities & Transportation

OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

District

LEA/Report 6001-001 District Little Rock Date 2/17/2009
Address 810 West Markham St., Little Rock, AR 72201 Phone 501-4471-1002
Superintendent Dr. Linda Watson E-Mail linda.watson@lrdsd.org
District Contact (Name/Position) Judge Evans Phone 501-447-4200

Custodial

- 1. Custodial Plan Current Yes
- 2. Schedule Current Yes
- 3. All Buildings on Schedule _____

Describe Training/Comments _____

Corrective Maintenance and Preventive Maintenance

- 1. Maintenance Plan Current Yes
- 2. P.M. Plan Current Yes
- 3. Computerized Maintenance Management System (CMMS)
 - A. SchoolDude Yes
 - B. Other CMMS, name _____
 - C. Manual, describe _____

- | | | |
|---|-------|-------|
| 4. Maintenance Procedures Manual | Yes | |
| 5. Training Manual | Yes | |
| 6. Corrective and P.M. Work Orders Assigned Purpose Codes | Yes | |
| 7. Corrective and P.M. Work Orders Designated as Academic or Non-Academic | | Yes |
| 8. All Buildings Included in P.M. Schedules | No | |
| 9. All P.M. Tasks Included in Schedules for each Building | Yes | |
| 10. Fire Extinguishers Serviced Annually | Yes | |
| 11. Fire Extinguishers Inspected Monthly | _____ | |
| 12. Fire and Safety Inspection Performed Semi-Annually by Fire marshal | | _____ |
| 13. Fire Alarm System in All Buildings | _____ | |
| 14. Fire Drills Performed Monthly | _____ | |
| 15. Natural Gas Distribution System Inspected Annually | _____ | |
| 16. RPZ Valves Inspected Annually | _____ | |
| 17. Asbestos Surveillance up to Date | _____ | |
| 18. MSDS Sheets up to Date and Accessible | _____ | |
| 19. Building Names/LEA Numbers up to date on Web Tool | _____ | |

Comments _____

Action Items (Follow-Up Required)

1. _____
2. _____
3. _____
4. _____

D.P.S.A.F.T. Representative _____ Position _____

Specific Building Information

1. Building Name and LEA # Badgett/Felder Academy - 6001051 Grade Configuration 6-12

2. Facility Built Date (including additions): 1962 Walk-thru of facility conducted: YES

4. Preventative Maintenance Items Checked:

X HVAC System

Roofs

X Exit Lights

Hot Water Boilers & Heaters

X Doors/Windows

X Emergency Lighting

X Grounds Maintenance

X Kitchen Equipment

Playground Equip.

N/A Fire Sprinkler Systems

N/A Elevators & Wheelchair Lifts

X Interior / Exterior Finishes

X Sidewalks, Driveways, Parking Areas, & Paved Play Areas

X Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas

X Plumbing

Electrical System

X Interior / Exterior Lighting

X Floor Coverings

X Fire Extinguishers

X Fire Alarm

N/A Stairwells

N/A Athletic Field Maintenance

X Kitchen Hood Vent Suppression System

X Masonry & Concrete Building Exteriors

5. Preventative Maintenance Comments: The facility appears to be in good condition for it's age and use.

Some of the older existing furnace are missing the front panels. These units are in wooden closets
with wooden doors. Without the panels the potential for a flame roll-out and possible fire continues
to exist. Panels need to be installed on the front of the gas furnaces.

ATTACHMENT 5

**WORK ORDERS AND FIRE INSPECTION IN
RESPONSE TO OPERATIONS AND
MAINTENANCE COMPLIANCE REPORT**

Arkansas Division of Public School



Academic Facilities & Transportation

OPERATIONS AND MAINTENANCE COMPLIANCE REPORT

District

LEA/Report 6001-001 District Little Rock Date 2/17/2009
Address 810 West Markham St., Little Rock, AR 72201 Phone 501-4471-1002
Superintendent Dr. Linda Watson E-Mail linda.watson@lrsd.org
District Contact (Name/Position) Judge Evans Phone 501-447-4200

Custodial

- 1. Custodial Plan Current Yes
- 2. Schedule Current Yes
- 3. All Buildings on Schedule _____

Describe Training/Comments _____

Corrective Maintenance and Preventive Maintenance

- 1. Maintenance Plan Current Yes
- 2. P.M. Plan Current Yes
- 3. Computerized Maintenance Management System (CMMS)
 - A. SchoolDude Yes
 - B. Other CMMS, name _____
 - C. Manual, describe _____

- 4. Maintenance Procedures Manual Yes
- 5. Training Manual Yes
- 6. Corrective and P.M. Work Orders Assigned Purpose Codes Yes
- 7. Corrective and P.M. Work Orders Designated as Academic or Non-Academic Yes
- 8. All Buildings Included in P.M. Schedules No
- 9. All P.M. Tasks Included in Schedules for each Building Yes
- 10. Fire Extinguishers Serviced Annually Yes
- 11. Fire Extinguishers Inspected Monthly _____
- 12. Fire and Safety Inspection Performed Semi-Annually by Fire Marshall _____
- 13. Fire Alarm System in All Buildings _____
- 14. Fire Drills Performed Monthly _____
- 15. Natural Gas Distribution System Inspected Annually _____
- 16. RPZ Valves Inspected Annually _____
- 17. Asbestos Surveillance up to Date _____
- 18. MSDS Sheets up to Date and Accessible _____
- 19. Building Names/LEA Numbers up to date on Web Tool _____

Comments _____

Action Items (Follow-Up Required)

- 1. _____
- 2. _____
- 3. _____
- 4. _____

D.P.S.A.F.T. Representative _____ Position _____

1. Building Name and LEA # Badgett/Felder Academy - 6001051 Grade Configuration 6-12

2. Facility Built Date (including additions): 1962 Walk-thru of facility conducted: YES

4. Preventative Maintenance Items Checked:

HVAC System

Roofs

Exit Lights

Plumbing

Hot Water Boilers & Heaters

Electrical System

Doors/Windows

Interior / Exterior Lighting

Emergency Lighting

Floor Coverings

Grounds Maintenance

Fire Extinguishers

Kitchen Equipment

Fire Alarm

Playground Equip.

Stairwells

Fire Sprinkler Systems

Athletic Field Maintenance

Elevators & Wheelchair Lifts

Kitchen Hood Vent Suppression System

Interior / Exterior Finishes

Masonry & Concrete Building Exteriors

Sidewalks, Driveways, Parking Areas, & Paved Play Areas

Marked Parking Lots, ADA Compliance, Fire Lanes, Bus / Car Unloading Areas

5. Preventative Maintenance Comments: The facility is appears to be in good condition for it's age and use.

Some of the older existing furnace are missing the front panels. These units are in wooden closets
with wooden doors. Without the panels the potential for a flame roll-out and possible fire continues
to exist. Panels need to be installed on the front of the gas furnaces.

Page 3

Report #: 6001-001
District LEA

2/17/09
Date

6. Custodial (include equipment and storage):

X Storage Closets

 X Restrooms

 X Hallways/Classrooms/Offices

 Gymnasiums/Locker Rooms

Custodial Comments: The facility appeared to be very clean, with no unpleasant odors. Classrooms, hallways and restrooms were cleaned and well maintained.

Summary of the General Condition of the Facility: The facility is in fairly good condition. There are some minor cases of broken floor and ceiling tiles.

Action Items (Follow-up required):

1. Gas furnaces missing front panels must have panels installed to reduce fire hazard. (Completed)
2. The Division hereby requests a copy of the district's Asbestos Plan for this facility. (Received)
3. The Division hereby requests a copy of the latest Fire Inspection report. (Received)
4. The above Action Items were corrected 2/24/09
5. _____

(Add additional pages, if necessary)

All observations are external. No performance tests were conducted. Any observations noted were reported to District personnel.

D.P.S.A.F.T. Representative: Terry Granderson Position: Senior Project Administrator

School District Representative: _____ Position: _____

Comments: _____

Distribution: Director Assistant Director Project File

Transactions List

1 - 1 of total 1 listed

First Previous 10 Next 10 Last

Delete	Edit	Date Invoice/PO #	Description Supplier Name	Type	Labor Qty	Cost Each	Tax	Shipping Other	Amount	
<input type="checkbox"/>	<input type="button" value="Edit"/>	2/24/2009	Thomas ***Specht	Labor	4	\$25.00	\$0.00	\$0.00 \$0.00	\$100.00	
Total Labor									\$100.00	
<input type="button" value="Delete"/> (ALT+X)	Total Purchases									\$0.00
	Total Sales Tax									\$0.00
	Total Inventory									\$0.00
	Total Shipping									\$0.00
	Total Other									\$0.00
Grand Total									\$100.00	

Journal Notes

New Note

Date	Journal Note
	No Journal Notes at this time

[Home](#) [Calendar](#) [New Work Order](#) [Reports](#) [Services](#) [Account Setup](#)

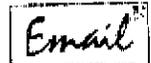


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CIP:71.30.158.3

SID:CST03
 DID:2
 CUA:MSIE 7.0



**ARKANSAS
DEPARTMENT
OF EDUCATION**

**District Conversion Public Charter School
Renewal Application**

Deadline for Submission: January 9, 2009



Charter School: Arthur 'Bo' Felder Learning Academy

Date Submitted: January 9, 2009

Date Approved: _____

**Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 305-B
Little Rock, AR 72201
501.683.5313**

RECEIVED
JAN 09 2009

CHARTER SCHOOL OFFICE

District Conversion Charter School Renewal Application

Section I - Contact Information:

School District Name:	Little Rock School District
Name of Charter School:	Arthur 'Bo' Felder Learning Academy
School LEA #	60010703
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Judge N. Evans, Jr. 6900 Pecan Avenue, Little Rock, Arkansas 72206 (501) 447-4200 (501) 447-4201 <u>judge.evans.jr@lrsd.org</u>
Name of Superintendent: Mailing Address: Phone Number: Fax Number: E-mail address:	Dr. Linda Watson, Ed.D. 810 West Markham Street, Little Rock, Arkansas 72202 (501) 447-1000 <u>linda.watson@lrsd.org</u>

Superintendent's Signature Linda Watson, Ed.D.

Date January 9, 2009

Section II – Enrollment and Student Demographics:

In the spaces below, please list the total district enrollment, the enrollment of the charter school, grades served by the charter school, and the enrollment of students in the charter by classification requested.

Current District Enrollment (2008-2009): 25852

Charter School Enrollment (2008-2009): 87 **Grades Served (2008-2009):** 6th-12th

Charter School Enrollment by Year: 2005-2006 38 2006-2007 65 2007-2008 113

Grades Served by Year: 2005-2006 6th-12th 2006-2007 6th-12th 2007-2008 6th-12th

	Current Charter School Enrollment by Category	Current Percentage of Students Enrolled in Charter School	Current District Enrollment by Category	Percentage of Students Enrolled in District
Special Education	17	19.74%	2583	9.99%
Gifted & Talented	1	1.15%	3935	15.22%
Migrant Students	0	0.00%	0	0.00%
LEP Students	0	0.00%	1625	6.29%
African-American	83	95.43%	17674	68.73%
Asian	2	2.30%	462	1.79%
Hispanic	0	0.00%	0	0.00%
Native American	0	0.00%	0	0.00%
Caucasian	1	1.15%	672	19.21%
Free & Reduced Lunch	77	88.51%	16968	65.64%

Section III – Admissions Policy

In the space provided, describe the methods for applying for admission, enrollment criteria, and student recruitment and selection processes, including the process for the admission of students by a lottery (*A charter school that is over-enrolled must use a random, anonymous student selection process to be eligible to receive federal funds*).

Students may be assigned to the school by the Juvenile Judges as a last alternative before placing them in juvenile detention facilities and/or other treatment facilities. Students may also be assigned by the hearing officials from the two participating school districts for violations of the districts' student behavior policies.

In addition, school officials and /or parents/guardians may request that students be placed in the program as a matter of choice. In those instances, a placement committee will review the student's academic and behavior records and assign the student to the school if they have exhibited academic, behavioral, personal/family, or emotional problems as outlined in ACT 59. The placement committee will consist of the Felder Academy principal and counselor, members of a placement team from the students' home districts, other specialists deemed necessary and the parents/guardians.

The Juvenile Judges will have access to 40 seats. The two participating school districts will have access to the remaining seats.

A random, anonymous lottery selection process will be used to select students if a number of parents or students seek enrollment in the school which would lead to the schools' capacity to be exceeded.

Section IV – Performance Goals

Part A: Original Performance Goals

In the space provided, list each of the school's student academic performance goals contained in the original charter and provide supporting data and narrative documentation of the school's progress in achieving each goal.

Academic goals for each student will be developed in an effort to demonstrate improvement by advancing from the previous level to the next level. For example:

- Below Basic to Basic
- Basic to Proficient
- Proficient to Advanced

Assessment tools used to improve student academic achievement will be as follows:

- Entrance level assessments, such as PACE, READ 180, or the TABE will be conducted in the areas of literacy and mathematics, according to the age of the student,
- Academic Improvement Plans will be developed for each student and instructions, as well as remediation, will be geared to individual needs,
- Test results from the entrance assessments and state mandated assessments will be analyzed to determine each student's academic improvement while attending Felder Alternative Learning Academy, and
- ACTAAP assessment data will be sent back to each student's home school for inclusion in the school's improvement process.

Data collected through analysis of information gathered from the students' initial assessments versus the students' exit assessments will be used as one mechanism to determine the students' and program success.

Part B: New Performance Goals

In the space provided, list student academic performance goals that the school would like to add to their charter for the next three years and provide data and narrative documentation on how the school will measure progress toward achieving each goal.

None

Section V: Test Data

On the following pages, provide test data on the students' academic performance on the Benchmark exams, the Stanford Achievement Test, and any other assessment instruments utilized by the charter school. Provide narrative documentation to explain each year's performance and how this supports the charter school's academic goals.

Narrative on Academic Performance Test Data

Students attending Felder Learning Academy are assessed using ACTAAP and SAT 10. Data regarding adequate yearly progress for Felder's population is skewed because the students are highly mobile. The school has a consistent 80% free or reduced lunch population. Students may exit at the end of each semester and may enter at any time during the school year upon recommendation from the Student Hearing Office, other school districts, and the Juvenile Courts.

The Test of Adult Basic Education (TABE) reveals the majority of the students entering the program are below grade level in literacy and math. With respect to school test scores, baseline data was obtained on the Benchmark and ITBS during the 2005-2006 school year in eighth grade and are consistent with the charter goals. African American students testing at Felder Learning Academy have shown more percentile growth on the ITBS than students tested district and statewide. All state test scores for students enrolled at Felder are transferred back to their assigned home schools.

ACTAAP, ITBS and SAT 10 data reveals that Felder Academy has achieved the academic goals indicated in the original charter application, for students assigned by advancing from their previous level to the next level. This is evidenced in the attachments included in this document.

Benchmark Exams – (Use Combined Population)

2006-2007 – Charter School

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
6th grade Literacy	0				
6th Grade Math	0				
7th Grade Literacy	1	100%			
7th Grade Math	1	100%			
8th Grade Literacy	10	40%	50%	10%	
8th Grade Math	10	90%	10%		
Algebra 1	10	80%	20%		
Geometry	4	75%		25%	
Literacy	2	100%			

Benchmark Exams – (Use Combined Population)

2006-2007 – District Totals

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
6th grade Literacy	1811	17%	35%	35%	13%
6th Grade Math	1811	26%	27%	25%	21%
7th Grade Literacy	1857	11%	43%	33%	12%
7th Grade Math	1857	43%	19%	25%	12%
8th Grade Literacy	1744	15%	29%	38%	17%
8th Grade Math	1744	53%	18%	22%	7%
Algebra 1	1849	22%	32%	31%	15%
Geometry	1913	13%	35%	26%	16%
Literacy	1642	16%	38%	44%	2%

Augmented Benchmark Exams – (Use Combined Population)

2007-2008 – Charter School

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
6th grade Literacy	3	67%	33%		
6th Grade Math	3	67%		33%	
7th Grade Literacy	11	73%	18%	9%	
7th Grade Math	11	91%		9%	
8th Grade Literacy	8	62%	25%	13%	
8th Grade Math	8	87%	13%		
Algebra 1	11	82%	18%		
Geometry	7	86%	14%		
Literacy	6	83%	17%		

Augmented Benchmark Exams – (Use Combined Population)

2007-2008 – District Totals

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
6th grade Literacy	1769	19%	36%	25%	20%
6th Grade Math	1765	21%	27%	27%	25%
7th Grade Literacy	1808	14%	42%	31%	12%
7th Grade Math	1805	39%	22%	25%	14%
8th Grade Literacy	1812	16%	30%	38%	17%
8th Grade Math	1809	47%	16%	25%	12%
Algebra 1	1893	18%	32%	36%	14%
Geometry	2270	19%	45%	26%	10%
Literacy	1574	15%	47%	37%	1%

IOWA Test of Basic Skills – 2006

6th Grade Subtest	Charter School Percentile rank	District Percentile rank	State Percentile rank
Reading Comprehension	18	39	51
Math Concepts	8	41	55
Problems Data Interpretation	1	46	55

6th Grade Iowa Test of Basic Skills percentile Rank by Race

Subtest	African American	Asian	Hispanic	White
Reading Comprehension	18			
Math Concepts	8			
Problems Data Interpretation	1			

7th Grade Subtest	Charter School Percentile rank	District Percentile rank	State Percentile rank
Reading Comprehension	17	42	51
Math Concepts	22	44	55
Problems Data Interpretation	15	48	53

7th Grade Iowa Test of Basic Skills percentile Rank by Race

Subtest	African American	Asian	Hispanic	White
Reading Comprehension	15		1	28
Math Concepts	28		3	25
Problems Data Interpretation	12		11	42

8th Grade Subtest	Charter School Percentile rank	District Percentile rank	State Percentile rank
Reading Comprehension	12	42	51
Math Concepts	20	45	55
Problems Data Interpretation	21	44	51

8th Grade Iowa Test of Basic Skills percentile Rank by Race

Subtest	African American	Asian	Hispanic	White
Reading Comprehension	12			9
Math Concepts	21			28
Problems Data Interpretation	22			20

9th Grade Subtest	Charter School Percentile rank	District Percentile rank	State Percentile rank
Reading Comprehension	24	40	49
Concepts & Problem Solving	24	42	32
Computation	25	31	44

9th Grade Iowa Test of Basic Skills percentile Rank by Race

Subtest	African American	Asian	Hispanic	White
Reading Comprehension	21			38
Concepts & Problem Solving	18			42
Computation	25			25

IOWA Test of Basic Skills – 2007

6th Grade Subtest	Charter School Percentile rank	District Percentile rank	State Percentile rank
Reading Comprehension	11	40	51
Math Concepts	3	43	55
Problems Data Interpretation	4	44	54

6th Grade Iowa Test of Basic Skills percentile Rank by Race

Subtest	African American			
	American	Asian	Hispanic	White
Reading Comprehension	11			
Math Concepts	3			
Problems Data Interpretation	4			

7th Grade Subtest	Charter School Percentile rank	District Percentile rank	State Percentile rank
Reading Comprehension	32	41	52
Math Concepts	24	45	56
Problems Data Interpretation	27	46	54

7th Grade Iowa Test of Basic Skills percentile Rank by Race

Subtest	African American			
	American	Asian	Hispanic	White
Reading Comprehension	33	22		
Math Concepts	53	13		
Problems Data Interpretation	36	26		

8th Grade Subtest	Charter School Percentile rank	District Percentile rank	State Percentile rank
Reading Comprehension	23	43	51
Math Concepts	22	44	55
Problems Data Interpretation	25	43	50

8th Grade Iowa Test of Basic Skills percentile Rank by Race

Subtest	African American			
	American	Asian	Hispanic	White
Reading Comprehension	24		9	15
Math Concepts	27		1	14
Problems Data Interpretation	27		1	20

9th Grade Subtest	Charter School Percentile rank	District Percentile rank	State Percentile rank
Reading Comprehension	20	41	48
Concepts & Problem Solving	15	45	
Computation	19	33	44

9th Grade Iowa Test of Basic Skills percentile Rank by Race

Subtest	African American	Asian	Hispanic	White
Reading Comprehension	16			78
Concepts & Problem Solving	9			99
Computation	15			99

SAT 10 – 2008

6th Grade	Charter School	District	State
Subtest	Percentile rank	Percentile rank	Percentile rank
Reading Comprehension	12	36	46
Comprehensive Language		33	44
Math Problem Solving	38	48	64

6th Grade SAT 10 percentile Rank by Race

Subtest	African American	Asian	Hispanic	White
Reading Comprehension	12			
Comprehensive Language				
Math Problem Solving	38			

7th Grade	Charter School	District	State
Subtest	Percentile rank	Percentile rank	Percentile rank
Reading Comprehension	12	42	53
Comprehensive Language		38	45
Math Problem Solving	8	38	56
Science		37	54

7th Grade SAT 10 percentile Rank by Race

Subtest	African American	Asian	Hispanic	White
Reading Comprehension	12			
Comprehensive Language				
Math Problem Solving	8			
Science				

8th Grade	Charter School	District	State
Subtest	Percentile rank	Percentile rank	Percentile rank
Reading Comprehension	11	43	53
Comprehensive Language		33	41
Math Problem Solving	23	48	64

8th Grade SAT 10 percentile Rank by Race

Subtest	African American	Asian	Hispanic	White
Reading Comprehension	12			4
Comprehensive Language				
Math Problem Solving	26			8

9th Grade	Charter School	District	State
Subtest	Percentile rank	Percentile rank	Percentile rank
Reading Comprehension	6	39	49
Comprehensive Language		41	63
Math	18	51	46

9th Grade SAT 10 percentile Rank by Race

Subtest	African American	Asian	Hispanic	White
Reading Comprehension	6			
Comprehensive Language				
Math	18			

Other Assessments Used:

Provide data and supportive narrative on other assessments, if any, used to measure student academic performance at the charter school.

Test of Adult Basic Education: The Test of Adult Basic Education is used to assess students' academic levels upon entering Felder. It is also used to prepare students who are beyond the age of reasonably completing enough credits to graduate. With other academic assessments data, TABE data is used to determine a student's academic plan. A review of TABE data reveals that a high percentage of students entering Felder Academy are below grade level in Math and Literacy. Because of our highly mobile population, exit test data is difficult to obtain. However, for those students re-tested for the purpose of obtaining their GED, student scores are vastly improved.

SOAR: Soar is a formative assessment tool used to measure how well students are meeting Arkansas State Standards. Information gained from these reports is used to correct or add instructional interventions for students. Due to high mobility or transient students, some of them missed the District's timeline for this assessment. Student achievement data reveal that students are showing progress in formative assessments. The SOAR is used as a means to predict

performance on the CRT and NRT. SOAR data is presented below.

2007-2008 SOAR

Math

	Mean	
	2QT	4QT
ALGEBRA	54	52
GEOMETRY	56	52
MATH - 7	55	67
MATH - 8	55	55

Literacy

	Mean	
	2QT	4QT
LITERACY - 7	66	
LITERACY - 8	60	
LITERACY - 9	50	34
LITERACY - 10	57	32
LITERACY - 11		40

2008-2009 SOAR 1st and 2nd QTR

SchoolName	Subject	Module 1		Module 2	
		Mean	N	Mean	N
Felder Alternative Learning Academy	Algebra I	66.5	11	56.1	11
	Algebra II	51.9	13	54.3	13
	Geometry	50.8	10	53.2	10

	Subject	Module 1		Module 2	
		Mean	N	Mean	N
Grade 11	Reading	45.6	7	49.8	10
	Writing			52.5	10
Grade 10	Reading	57.9	6	53.5	5
	Writing			55.9	5
Grade 9	Reading	48.2	13	74.8	10
	Writing			56.1	9
Grade 8	Math	70.2	12	53.0	14
	Reading	69.5	11	59.1	10
	Writing			47.8	10
Grade 7	Math	55.3	3	61.2	2
	Reading	52.0	3	61.2	2
	Writing			15.8	2

PLATO Pathways and PLE: PLATO is designed for students who need enriched materials in earning higher level mathematics and science credits. It is also designed to enable students to earn specific Carnegie units needed for credit recovery and/or graduation. Plato data is in individual student format and must be re-formatted to present as a report. During the 2007-2008 School Year, nine (9) students earned credits via PLATO and traditional coursework to graduate from Felder Learning Academy with a traditional high school diploma.

READ 180 – A supplemental instructional program for middle level and 9th grade students, this program primarily targets reading and reading comprehension. Students are assessed upon their assignment to the program and receive periodic testing after completing a particular module of instruction. Student receive a lexile score that identifies there grade level in reading. Improvement on the Literacy and Reading portion of the SOAR and Benchmark are improved as revealed in the above test data.

River Deep – River Deep—A math program that provides students tutorial assistance in all levels of mathematics. Used as a supplemental instructional component to the regular classroom, it has provided students with assistance in Algebra I & II and Geometry.

Section VI – Waivers

Part A: Original Waivers

In the space provided, *list* each waiver contained in the original charter.

Classroom Size to offer flexible use of the building.

Hallway size to be less than the 12 feet requirement

Media Specialist/Media Clerk as opposed to a licensed media specialist (State Statues 6-25-101, 6-25-102, 6-25-103 and 6-25-104-)

Highly Qualified Teacher—State Statue 6-15-1004/Teachers’ License Requirements—State Statue 6-17-401

While every teacher at Felder Alternative Learning Academy will hold a license through the Arkansas Department of Education in their area of study, a waiver is requested for a high school grade 7-12 licensed teacher to teach 6th grade students in their as well. Also, a teacher in the area of high school science may serve as the teacher of record for any of the sciences for high school students.

Standards Waiver Request for Support Services, Media Services

16.02—A room has been identified to establish a media center in the school. However, a waiver is requested from the requirement of a standard media center, 16.02.3—Media Specialist and 16.02.4—8 books per student rather than 3000 books to allow time for purchasing appropriate materials in the initial two (2) years of operation. Funding for Act 59, ALE students, NSLA funds, and Title funds will not be available during the initial year of operation.

Part B: New Waivers

In the space provided, *list* additional waivers from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the *Standards for Accreditation* that the school would like to add to their charter for the next three years. Please provide rationale supporting the need for the additional waivers.

NONE

Part C: Waivers To Be Rescinded

In the space provided, *list* any waivers from the original charter that the school would like to have deleted. If no waivers are listed, the school will be required to follow all waivers listed on both the original and renewal charter documentation.

Section VII – Requested Amendments

Identify any requested amendments to the original charter including, but not limited to, the following:

A) Changes to the educational program offered.

B) Other

ATTACHMENTS

Documentation of Support by Participating School Districts

Arkansas Consolidated School Improvement Plan 2007-2008

Standards Assurance Report

Special Education Monitoring Report

School Report Card

Equity Compliance Report

Cycle I Validation Report FY 08-09

Detailed Statement of Changes in Fund Balances Report

June 30, 2008

November 30, 2008

Summary Revenue Status Report

June 30, 2008

November 30, 2008

Summary Expenditure Status Report

June 30, 2008

November 30, 2008

District Audit Report

June 30, 2008

District Audit Report

June 30, 2007

Bank Reconciliation Report

June 30, 2008

Bank Reconciliation Report

November 30, 2008

DOCUMENTATION OF SUPPORT



LITTLE ROCK SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

January 9, 2009

Dr. Ken James, Director
Arkansas Department of Education
#4 State Capital Mall
Little Rock, Arkansas 72201

Dear Dr. James:

In a special meeting of the Little Rock School District Board of Directors on January 8, 2009, the board voted to petition the Arkansas Department of Education to renew the Felder Charter School Application for a three-year period, 2009-2012. The District will continue to partner with the North Little Rock School District in the operation of the school. A letter from the NLRSD will be forwarded to the ADE.

If you have questions, feel free to contact me.

Sincerely,

Linda Watson, Ed. D.

Linda Watson, Ed. D.
Superintendent of Schools

Dianne Curry

Dianne Curry
President, Board of Directors



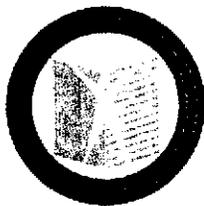
**LITTLE ROCK SCHOOL
DISTRICT**

**810 WEST MARKHAM STREET
LITTLE ROCK, ARKANSAS**

**BOARD OF DIRECTORS
SPECIAL MEETING
January 8, 2009
5:00 PM**

- I. Call to Order / Roll Call**
- II. Felder Alternative School, 2009-10 Charter Renewal**
- III. Budget Reduction Recommendations**
- IV. Employee Hearings**

 **ATTACHMENTS**



**LITTLE ROCK SCHOOL
DISTRICT**

**810 WEST MARKHAM STREET
LITTLE ROCK, ARKANSAS**

DATE: January 8, 2009 5:00:00 PM
TO: Board of Directors
FROM: Linda Watson Ed.D
Superintendent
SUBJECT: Felder Alternative School, 2009-10 Charter Renewal

BACKGROUND:

In 2005, the Arkansas Department of Education (ADE) granted the Little Rock School District a three year charter to operate Felder Alternative Learning Academy. The ADE renewed the schools' charter for the 2008-2009 school year.

In order for the school to continue to operate for the 2009-2010 school year, the District must submit a charter school renewal application to the ADE by January 9, 2009. The school will be operated in a partnership with the North Little Rock School District.

RATIONALE:

Prior to the operation of the Charter School, students who received long-term suspension or expulsion recommendations were assigned to the Juvenile Justice Step One Program or the Pulaski County Alternative Learning Center. These two programs combined to form the Felder Charter School. If the application is not renewed, students who qualify for this program will not have an available educational learning environment.

FUNDING:

Budget summary attached.

RECOMMENDATION:

Since Felder has generated sufficient ADMs and revenue for the past three years, the administration recommends Board approval of a three year charter renewal application.

PREPARED BY:

Carol Green, Director, Career/Alternative Education

RESOLUTION

Whereas, on this 15th day of January, 2009, the North Little Rock School District Board of Directors hereby agrees to the continued involvement of the North Little Rock School District with the Felder Alternative Learning Academy. The North Little Rock School District will continue our partnership with the Little Rock School District in the conversion charter school designed to serve the needs of our alternative environment students.



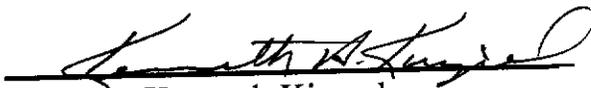
Darrell Montgomery,
President – Board of Education
North Little Rock School District

1-15-09
Date



Trent Cox,
Secretary – Board of Education
North Little Rock School District

1-15-09
Date



Kenneth Kirspel,
Superintendent
North Little Rock School District

1-15-09
Date



WILEY A. BRANTON, JR.
8TH DIVISION CIRCUIT JUDGE
JOYCE WILLIAMS WARREN
10TH DIVISION CIRCUIT JUDGE
MELINDA R. GILBERT
11TH DIVISION CIRCUIT

JUVENILE DIVISION
PULASKI AND PERRY COUNTIES

3001 WEST ROOSEVELT ROAD
LITTLE ROCK, ARKANSAS 72204
(501) 340-6700

January 8, 2009

To Whom It May Concern:

We have been an advocate of the Felder Learning Academy since its initiation. The Sixth Judicial District Circuit Court appreciates Little Rock School District for ensuring a learning atmosphere where non-traditional students have an opportunity to achieve success.

We do lend our support for Felder Learning Academy and the educational opportunities that it provides for students who do not fit into a traditional classroom setting. We have seen some benefit from this school and the chances that it has provided young people. The school also serves a very important function by providing continued educational opportunities for the young people who have been released from the detention facility, Division of Youth Services, and/or the Civilian Student Training Program.

We all have multiple challenges attempting to work with young people who become involved with the juvenile court system. Many of these young people also are in need of other programs such as counseling, remedial services, and innovative instructional strategies that incorporate "out of the box" teaching methods. Felder has provided a much needed tool to the courts in trying to rehabilitate these young people, giving them the opportunity to re-integrate into the community.

Sincerely,

A handwritten signature in black ink, appearing to read "Wiley A. Branton, Jr.", followed by a horizontal line.

Honorable
Wiley A. Branton, Jr.

A handwritten signature in black ink, appearing to read "Joyce Williams Warren", followed by a horizontal line.

Honorable
Joyce Williams Warren



Sixth Judicial District Circuit Court
Eleventh Division

MELINDA R. GILBERT
CIRCUIT JUDGE
PULASKI AND PERRY COUNTIES

3001 WEST ROOSEVELT ROAD • 2ND FLOOR
LITTLE ROCK, ARKANSAS 72204
(501) 340-6700

January 7, 2008

To Whom It May Concern:

It is with great pleasure that I submit this letter of support for Felder Learning Academy. I am the on-site Probation Officer from Pulaski County Juvenile Court assigned to this school. I firmly believe that this school provides the students an opportunity to excel in a non-traditional school setting. In my position I have witnessed many students succeed in the educational process at Felder Academy that would not have found the same success in a regular school. These students can participate in the credit recovery program which provides them with the tools to earn a high school diploma. At Felder Academy, students are able to engage with a more understanding and supportive staff. The teachers work to assist each student to reach their full potential.

The most serious educational problems that children face can be solved when people and organizations work together to find alternative solutions. I commend the Little Rock School District and the staff of Felder Learning Academy for developing a school where non-traditional students can be afforded the opportunity to redeem themselves and return to a traditional school setting or qualify for graduation.

I have enjoyed the opportunity to work with both the staff and students at Felder Learning Academy.

Sincerely,

A handwritten signature in cursive script that reads "Sherry Shackelford".

Sherry Shackelford
Juvenile Probation Officer



Advocacy & Support Center
1609 Broadway
Little Rock, AR 72206

Business Office:
2607 Lehigh Drive
Little Rock, AR 72204

501-374-SAFE (7233)
Fax: 501-375-SAFE

www.SafePlacesLR.org

BOARD OF DIRECTORS

Augusta Farver, Jr.
Dean of Business
Pulaski Technical College

Jim Dailey
Former Little Rock Mayor

Lindy Blackstone
Community Relations Director,
KABZ

Mary Burnett
Alltel Wireless Communications

Nancy Streif Atkinson
Therapist, Arkansas State
Hospital

Sister Lee Ann, McNally, RSM
Executive Director
Center for Women in Transition

Kelli Reep
Flywrite Communications

Adrian Sanders
Pulaski County Juvenile Court

Marvin A. Black
President, Creative Media
Services

W. J. Monagle
Executive Director
Workforce Investment Board

January 6, 2008

To Whom It May Concern:

I am writing to express our organization's support for the Felder Learning Academy. Our Violence Prevention Educators have been working with the students, faculty and administration at Felder for over two years, providing comprehensive violence prevention and intervention services for students by providing multi-session psychoeducational groups, individual counseling, and family intervention.

Felder Learning Academy provides educational opportunities to students that would not otherwise have access to such opportunities. In doing so, the faculty and administration of Felder are a valuable asset to children, youth and families in our community, as well as the community as a whole. We entered into partnership with Felder in 2006, and are grateful for the opportunity to serve young people in need through this collaboration.

The students of Felder are among our City's most vulnerable youth, and the most in need of the opportunities offered them through Felder's curriculum, as well as programs such as those we provide. We unequivocally and enthusiastically support the faculty and administration at Felder as they continue to provide educational opportunities to youth at the greatest risk, and in the greatest need. We are proud of our affiliation with Felder and look forward to a long, productive, and rewarding partnership.

Sincerely yours,

Angela McGraw
Violence Prevention & Intervention Coordinator

ACDRC

Arkansas Community Dispute Resolution Centers, Inc.
Willie L. Hinton Neighborhood Resource Center
3805 West 12th Street, Suite 201
Little Rock, Arkansas 72204
Telephone: 501-379-1501 Facsimile: 501-379-1564
Email: admin@acdrc.net

January 5, 2009

To Whom It May Concern:

ACDRC is pleased to express its support of Charter Renewal for Felder Alternative Learning Academy. ACDRC is eager to support Felder's Charter Renewal due to Felder's commitment of providing its students with constructive, discipline standards that lead to effective self-discipline, respect for authority and good citizenship.

ACDRC is fostering its support of Felder Alternative Learning Academy by engaging in future Partner in Education activities which include identification of conflict issues with Felder students, assisting with student development of satisfactory options for conflict resolution, providing on site mediation training for students and facilitating the resolution of disputes for students by collaborating with school officials, police, court systems and government agencies.

ACDRC is confident the administration and staff at Felder Alternative Learning Academy provides constant guidance and instruction which its students will be able to use to achieve personal goals, to think independently and critically, to support positive outcomes, to promote safe environments and to foster greater productivity in their homes and communities. Therefore, ACDRC highly recommends Charter Renewal for Felder Alternative Learning Academy.

Sincerely,



Angelia J. Tolbert, Esq.
Executive Director

**ARKANSAS CONSOLIDATED SCHOOL IMPROVEMENT PLAN
2007-2008**



LITTLE ROCK SCHOOL DISTRICT

Title I Office

3001 South Pulaski Street

Little Rock, Arkansas 72206

MEMORANDUM

TO: Dr. Mary Ann Brown, Program Director
Arkansas Department of Education

FROM: *L.G.* Leon Adams, Director

SUBJECT: Grants Submission

DATE: January 7, 2009

CC: Carol Green; Judge Evans

This memorandum is in reference to a grant application submitted by the Felder Alternative Learning Academy.

At this time, Felder Alternative Learning Academy is not required to submit a document that is a part of the District's Arkansas Consolidated School Improvement Plan.

LITTLE ROCK SCHOOL DISTRICT
2007-2008
STANDARDS ASSURANCE REPORT

STATEMENT OF ASSURANCE

Pursuant to Ark. Code Ann. § 6-15-202 (f & h), each Arkansas school district superintendent and each chief academic officer of an open-enrollment charter school shall by October 15th of each school year give written assurance of school district or charter school compliance with Arkansas law by providing her/his signature below as required on this form. This written assurance shall be received or postmarked and mailed to the Department of Education by October 15th of each school year.

I hereby certify by my signature that I have thoroughly reviewed the following information required for the statewide information Cycle 2 report and that the data contained in the attached report is true, accurate, and timely, for the 2008-2009 school year. By my signature below, I certify that information in the report accurately describes the status and condition of the

Little Rock School District in Pulaski County as of October 1, 2008, and is submitted in compliance with Ark. Code Ann. §§ 6-15-202 and 6-15-206 (c)(1) and is subject to the enforcement provisions of Ark. Code Ann. §§ 6-15-202, 6-15-207 and 6-17-410.

Furthermore, I hereby certify by my signature below on this form that Little Rock School District is in compliance for the 2008-2009 school year (July 1, 2008 – June 30, 2009) with each of the following statutory provisions and/or requirements for school districts identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts:

1. The high school(s) (grades 9-12) is teaching and has students enrolled in all 38 units required to be taught by the Rules Governing Standards for Accreditation.
If this requirement is met by means other than a class taught in the school by a teacher employed by the district or an approved distance learning class, please attach appropriate documentation as follows:
Contracts or letters of agreement, which shall include:
 - A. Names of all courses with corresponding six-digit course codes taught out of district (including career and technical education courses offered at area vocational centers) with name(s) of teacher(s) and Arkansas Teacher's License Number(s);
 - B. Statement that transportation will be provided to off-campus sites; and
 - C. Signatures of both superintendents/directors.
2. Each school, grades 9-12, teaches at least one unit of Computer Applications with emphasis on current applications.
3. The school district provides all students in grades K-8 with Tools for Learning which includes technical skills (research and information skills, use of computers and calculators) and data gathering (use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews).
4. The school district is in compliance with Ark. Code Ann. § 6-10-111 (d) through (f) concerning the Equity Assistance Center.
5. The school district is in compliance with Ark. Code Ann. § 6-11-129 concerning data to be accessible on Department of Education's website.
6. The school district is in compliance with Ark. Code Ann. § 6-13-109 concerning employment of a school superintendent.

7. The school district is in compliance with Ark. Code Ann. § 6-13-620 concerning powers and duties of the local school board of directors.
8. The school district is in compliance with Ark. Code Ann. § 6-13-801 et seq. concerning educational compacts.
9. The school district is in compliance with Ark. Code Ann. § 6-15-202(b)(1) concerning accreditation.
10. The school district is in compliance with Ark. Code Ann. § 6-15-401 et seq. concerning the Arkansas Comprehensive, Testing, Assessment, and Accountability Program.
11. The school district is in compliance with Ark. Code Ann. § 6-15-502 concerning home schools.
12. The school district is in compliance with Ark. Code Ann. § 6-15-902 concerning grading scale.
13. The school district is in compliance with Ark. Code Ann. § 6-15-1004 concerning qualified teachers.
14. The school district is in compliance with Ark. Code Ann. § 6-15-1101(b) concerning diplomas and transcripts.
15. The school district is in compliance with Ark. Code Ann. § 6-15-1402 concerning the school performance report.
16. The school district is in compliance with Ark. Code Ann. § 6-15-1603 concerning closing the achievement gap.
17. The school district is in compliance with Ark. Code Ann. § 6-15-1701 et seq. concerning a parental involvement plan.
18. The school district is in compliance with Ark. Code Ann. § 6-15-2006 concerning remedial instruction and progress toward achieving state expectations for proficiency.
19. The school district is in compliance with Ark. Code Ann. § 6-16-102 concerning school day.
20. The school district is in compliance with Ark. Code Ann. § 6-16-103 concerning course of study generally.
21. The school district is in compliance with Ark. Code Ann. § 6-16-124 concerning Arkansas history.
22. The school district is in compliance with Ark. Code Ann. § 6-16-126 concerning food handling safety.
23. The school district is in compliance with Ark. Code Ann. § 6-16-130 concerning visual art and music.
24. The school district is in compliance with Ark. Code Ann. § 6-16-132 concerning physical education.
25. The school district is in compliance with Ark. Code Ann. § 6-16-1002 concerning health education.

26. The school district is in compliance with Ark. Code Ann. § 6-16-1003 concerning oral health standards.
27. The school district is in compliance with Ark. Code Ann. § 6-16-1201 et seq. concerning advanced placement and concurrent enrollment and rigorous and substantially equal curriculum.
28. The school district is in compliance with Ark. Code Ann. § 6-17-102 concerning emergency first aid personnel.
29. The school district is in compliance with Ark. Code Ann. § 6-17-201 et seq. concerning personnel policies.
30. The school district is in compliance with Ark. Code Ann. § 6-17-309 concerning certification.
31. The school district is in compliance with Ark. Code Ann. § 6-17-401 et seq. concerning teacher's license requirement.
32. The school district is in compliance with Ark. Code Ann. § 6-17-2301 et seq. concerning establishment of personnel policies.
33. The school district is in compliance with Ark. Code Ann. § 6-17-2401 et seq. concerning teacher compensation and basic contract.
34. The school district is in compliance with Ark. Code Ann. § 6-18-101 concerning qualifications for valedictorian and salutatorian.
35. The school district is in compliance with Ark. Code Ann. § 6-18-201 et seq. concerning compulsory attendance.
36. The school district is in compliance with Ark. Code Ann. § 6-18-202 concerning age and residence for attending public schools.
37. The school district is in compliance with Ark. Code Ann. § 6-18-207 concerning minimum age for enrollment in public school.
38. The school district is in compliance with Ark. Code Ann. § 6-18-211 concerning attendance for students in grades nine through twelve.
39. The school district is in compliance with Ark. Code Ann. § 6-18-213 concerning attendance records and reports generally.
40. The school district is in compliance with Ark. Code Ann. § 6-18-223 concerning credit for college courses.
41. The school district is in compliance with Ark. Code Ann. § 6-18-501 et seq. concerning guidelines for development of school district student discipline policies and written student discipline policies.
42. The school district is in compliance with Ark. Code Ann. § 6-18-508 concerning alternative learning environments.

43. The school district is in compliance with Ark. Code Ann. § 6-18-509 concerning assessment and intervention in alternative learning environments.
44. The school district is in compliance with Ark. Code Ann. § 6-18-701 et seq. concerning physical examinations.
45. The school district is in compliance with Ark. Code Ann. § 6-18-1005 concerning a student services program.
46. The school district is in compliance with Ark. Code Ann. § 6-19-101 et seq. concerning transportation.
47. The school district is in compliance with Ark. Code Ann. § 6-20-2202 concerning the budget and expenditure report.
48. The school district is in compliance with Ark. Code Ann. § 6-21-106 concerning fire hazards inspection prior to closing for breaks.
49. The school district is in compliance with Ark. Code Ann. § 6-21-112 concerning school facilities.
50. The school district is in compliance with Ark. Code Ann. § 6-25-101 et seq. concerning public school library media and technology.
51. The school district is in compliance with Ark. Code Ann. § 6-41-101 et seq. concerning services to children with disabilities in nonpublic schools.
52. The school district is in compliance with Ark. Code Ann. § 6-42-101 et seq. concerning gifted and talented.
53. The school district is in compliance with Ark. Code Ann. § 4-86-107 concerning misappropriation of social security numbers.
54. The school district is in compliance with Ark. Code Ann. § 5-39-214 concerning unauthorized entry of a school bus and posting of warning on a school bus.
55. The school district is in compliance with Ark. Code Ann. § 6-1-101 concerning audit review.
56. The school district is in compliance with Ark. Code Ann. § 6-5-203 concerning hazing.
57. The school district is in compliance with Ark. Code Ann. § 6-5-502 concerning carrying of weapons.
58. The school district is in compliance with Ark. Code Ann. § 6-10-106 concerning uniform dates for beginning and end of school year.
59. The school district is in compliance with Ark. Code Ann. § 6-10-107 concerning school term notice.
60. The school district is in compliance with Ark. Code Ann. § 6-10-110 concerning fire marshal program.
61. The school district is in compliance with Ark. Code Ann. § 6-10-113 concerning eye protection.

62. The school district is in compliance with Ark. Code Ann. § 6-10-114 concerning discrimination and punishment.
63. The school district is in compliance with Ark. Code Ann. § 6-10-121 concerning tornado safety drills.
64. The school district is in compliance with Ark. Code Ann. § 6-11-128 concerning use of financial management systems applications.
65. The school district is in compliance with Ark. Code Ann. § 6-13-105 concerning benefits accruing from land sales.
66. The school district is in compliance with Ark. Code Ann. § 6-13-111 concerning reacquisition of real property.
67. The school district is in compliance with Ark. Code Ann. § 6-13-604 concerning notice of the filing of petition.
68. The school district is in compliance with Ark. Code Ann. § 6-13-606 concerning notice of the filing of petition.
69. The school district is in compliance with Ark. Code Ann. § 6-13-608 concerning length of directors' terms.
70. The school district is in compliance with Ark. Code Ann. § 6-13-611 concerning school district boards of directors' vacancies.
71. The school district is in compliance with Ark. Code Ann. § 6-13-612 concerning school district boards of directors' vacancies.
72. The school district is in compliance with Ark. Code Ann. § 6-13-613 concerning school district boards of directors' vacancies.
73. The school district is in compliance with Ark. Code Ann. § 6-13-616 concerning school district boards of directors' eligibility.
74. The school district is in compliance with Ark. Code Ann. § 6-13-617 concerning school district director's oath.
75. The school district is in compliance with Ark. Code Ann. § 6-13-618 concerning school district boards of directors' organization.
76. The school district is in compliance with Ark. Code Ann. § 6-13-619 concerning meetings of school district boards of directors.
77. The school district is in compliance with Ark. Code Ann. § 6-13-622 concerning budget publication.
78. The school district is in compliance with Ark. Code Ann. § 6-13-626 concerning access to official recruiting representatives.
79. The school district is in compliance with Ark. Code Ann. § 6-13-629 concerning training and instruction of the local school board of directors.

80. The school district is in compliance with Ark. Code Ann. § 6-13-630 concerning publication of resolution of means of election.
81. The school district is in compliance with Ark. Code Ann. § 6-13-632 concerning meeting facilities.
82. The school district is in compliance with Ark. Code Ann. § 6-13-633 concerning vacancies created by nonresidency.
83. The school district is in compliance with Ark. Code Ann. § 6-13-634 concerning size of school district board of directors.
84. The school district is in compliance with Ark. Code Ann. § 6-15-101 concerning academic standards and expected outcomes.
85. The school district is in compliance with Ark. Code Ann. § 6-15-208 concerning publication and dissemination of findings and determination of probationary status.
86. The school district is in compliance with Ark. Code Ann. § 6-15-1005 concerning safe, equitable, and accountable schools.
87. The school district is in compliance with Ark. Code Ann. § 6-15-1302 concerning emergency plans for terrorist attacks.
88. The school district is in compliance with Ark. Code Ann. § 6-15-1505 concerning district implementation of a comprehensive plan for consistency and rigor in course work.
89. The school district is in compliance with Ark. Code Ann. § 6-15-2009(b)(3)(B) concerning assessment, remediation and notifying the student's parent of the parent's role and responsibilities as well as the consequences for the student's failure to participate in an academic improvement plan.
90. The school district is in compliance with Ark. Code Ann. § 6-15-2101(a)(3) concerning school rating system, publication, and posting of annual school performance reports.
91. The school district is in compliance with Ark. Code Ann. § 6-16-105 concerning the American flag.
92. The school district is in compliance with Ark. Code Ann. § 6-16-106 concerning the Arkansas flag.
93. The school district is in compliance with Ark. Code Ann. § 6-16-108 concerning the Pledge of Allegiance.
94. The school district is in compliance with Ark. Code Ann. § 6-16-137 concerning organized physical activity courses used for physical education credit.
95. The school district is in compliance with Ark. Code Ann. § 6-16-501(b) concerning organ donor awareness education and instructional materials.
96. The school district is in compliance with Ark. Code Ann. § 6-17-111 concerning duty-free lunch period.

97. The school district is in compliance with Ark. Code Ann. § 6-17-114 concerning daily planning period.
98. The school district is in compliance with Ark. Code Ann. § 6-17-117 concerning non-instructional duties.
99. The school district is in compliance with Ark. Code Ann. § 6-17-702 et seq. concerning professional development.
100. The school district is in compliance with Ark. Code Ann. § 6-17-2205 concerning breaks for certain classified employees.
101. The school district is in compliance with Ark. Code Ann. § 6-17-2303 concerning committee on classified personnel policies.
102. The school district is in compliance with Ark. Code Ann. § 6-18-208 concerning the use of students' Social Security numbers.
103. The school district is in compliance with Ark. Code Ann. § 6-18-222 concerning provision of attendance policy.
104. The school district is in compliance with Ark. Code Ann. § 6-18-901 et seq. concerning maintenance of permanent student records.
105. The school district is in compliance with Ark. Code Ann. § 6-18-1001 et seq. concerning student services.
106. The school district is in compliance with Ark. Code Ann. § 6-18-1104 concerning fundraising participation.
107. The school district is in compliance with Ark. Code Ann. § 6-20-2204 concerning required training for preparing the budget or recording expenditures.
108. The school district is in compliance with Ark. Code Ann. §§ 6-20-2303 & 6-20-2305 concerning school funding.
109. The school district is in compliance with Ark. Code Ann. § 6-21-303 concerning reimbursements to teachers for the purchase of classroom commodities rules.
110. The school district is in compliance with Ark. Code Ann. § 6-21-403 concerning textbooks.
111. The school district is in compliance with Ark. Code Ann. § 6-21-609 concerning prohibition against smoking or use of tobacco or tobacco products.
112. The school district is in compliance with Ark. Code Ann. § 6-80-107 concerning electronic transmission of transcripts.
113. The school district is in compliance with Ark. Code Ann. § 20-7-135 concerning prohibition for elementary school students' in-school access to vending machines offering food and beverages.
114. The school district is in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) concerning the privacy of student education records.

115. The school district is in compliance with Section 4141 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, Subpart 3, (PL 107-110 § 4141) concerning gun-free schools.
116. The school district is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, (PL 107-110 § 9524) concerning prayer in public schools.

PLEASE ATTACH ALL PERTINENT DOCUMENTATION TO THIS STATEMENT OF ASSURANCE

Superintendent's Signature: Linda Watson, EdD Date: _____
Superintendent's Name (printed): Linda Watson
District Contact Person (Name/title): David Hartz, Associate Supt./Government Liaison
Phone # 501-447-1104 E-mail Address: David.Hartz@LRSD.ORG

Mail to: Frank Wimer, School Improvement
Arkansas Department of Education
Four Capitol Mall – Room 202-B
Little Rock, AR 72201-1071

Pursuant to Ark. Code Ann. § 6-15-202(g), in addition to any written statement of assurance required pursuant to Ark. Code Ann. § 6-15-202(f), the Department of Education may conduct an on-site review of a school district to confirm that a school district has complied with any statutory requirements listed in this written statement of assurance or any other matter related to the Standards for Accreditation of Arkansas Public Schools and School Districts.

Any superintendent who fails to file a written statement of assurance as required by the Commissioner of the Department of Education pursuant to Ark. Code Ann. § 6-15-202(f), by the date established by the Department of Education or knowingly submits false information or if the Department of Education determines the information in the statement is inaccurate or incomplete, the Department of Education, pursuant to Ark. Code Ann. § 6-15-202(i), may:

- (1) Conduct a random on-site visit;
- (2) Request additional information from the school district;
- (3) Take licensure action on the license of the superintendent under the procedure of § 6-17-410; or
- (4) Recommend to the State Board of Education that an accredited-cited status or an accredited-probationary status be assigned the school or school district as described in the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

Statement of Assurance must be postmarked on or before October 15, 2008.

SPECIAL EDUCATION MONITORING REPORT



"An Individual Approach to a World of Knowledge"

January 6, 2009

Dr. Mary Ann Brown
Program Director, Charter Schools
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Dr. Brown:

The Little Rock School District Special Education Department has provided technical assistance to Felder Alternative Learning Academy to ensure that we remain in compliance with IDEA (Individuals with Disabilities Education Act) and Section 504 of the Rehabilitation Act. The Special Education Supervisor and District 504 Coordinator reviewed files for students identified under IDEA and 504. Additionally, assistance has been provided with placement/programming, manifestation determination conferences, and completion of functional assessments of students' behavior. We have offered professional development on compliance, behavior interventions, RTI (Response to Intervention), and laws governing Section 504.

The Special Education Department central office staff will continue to monitor and provide technical assistance to the staff at Felder Academy. We have verified enrollment for students with disabilities for the December 1st Cycle 4 Report for the Arkansas Department of Education.

If more information is needed, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Barbara Barnes".

Barbara Barnes, Director
Division of Special Programs

BB/sdg

SCHOOL REPORT CARD

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 School Summary for FELDER ALTERNATIVE ACADEMY (6001703)

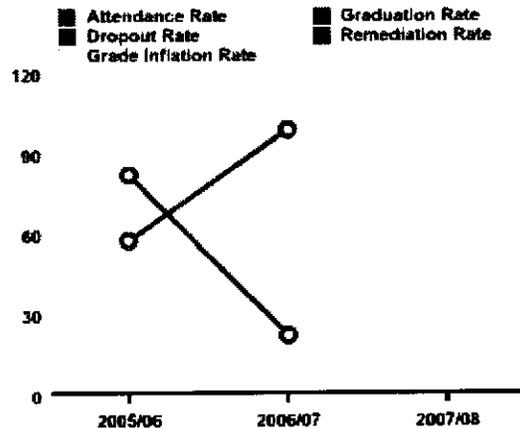
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***2008 Summary Details will be available soon.**

Superintendent	DR. ROY G. BROOKS		
Principal	MR. JUDGE N. EVANS JR.	Phone	(501)447-9060
School address	8300 GEYER SPRINGS RD.	Fax	(501)340-6737

Grade Range	6 - 12	Accredited	
Total Enrollment	65	Accredited-cited	
School Percent of Students Eligible for Free/ Reduced Meals	68	Accredited-probation	
State Percent of Students Eligible for Free/ Reduced Meals	54.2	AYP Status	School Improvement: Year 1

	2005/2006	2006/2007	2007/2008
Attendance Rate	56.9	98.2	
Graduation Rate	NA	NA	
Dropout Rate	81.6	21.5	
Remediation Rate	NA	NA	
Grade Inflation Rate (Number of Students Taking ACT)	NA	NA	



	2005/2006	2006/2007	2007/2008
Percent Teachers Completely Certified	92	83	
Percent Teachers with Bachelors	50	80	
Percent Teachers with Masters	42	20	
Percent Teachers with Advanced Degree	0	0	
Percent of Teachers Not Highly Qualified Teaching in High Poverty Schools	NA	0	
Percent of Teachers Not Highly Qualified Teaching in Low Poverty Schools	NA	0	
Percent of Teachers Not Highly Qualified at all School Economic Levels	NA	0	

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School Report Card 2007

2006
2007
2008

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FELDER ALTERNATIVE ACADEMY (6001703)

Indicator 1

RV

	Percent Tested Overall	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Proficient and Above
Grade Three Literacy						
Grade Three Mathematics						
Grade Four Literacy						
Grade Four Mathematics						
Grade Five Literacy						
Grade Five Mathematics						
Grade Six Literacy						
Grade Six Mathematics						
Grade Seven Literacy						
Grade Seven Mathematics						
Grade Eight Literacy						
Combined Population	64.0	RV	RV	RV	RV	RV
African-American		RV	RV	RV	RV	RV
Economic Disadvantaged		RV	RV	RV	RV	RV
Male		RV	RV	RV	RV	RV
Grade Eight Mathematics						
Combined Population	64.0	RV	RV	RV	RV	RV
African-American		RV	RV	RV	RV	RV
Economic Disadvantaged		RV	RV	RV	RV	RV
Male		RV	RV	RV	RV	RV
EOC Algebra 1						
Combined Population	64.0	RV	RV	RV	RV	RV
African-American		RV	RV	RV	RV	RV
Economic Disadvantaged		RV	RV	RV	RV	RV
Students with Disabilities		RV	RV	RV	RV	RV
Female		RV	RV	RV	RV	RV
Male		RV	RV	RV	RV	RV
EOC Geometry						
Combined Population	64.0	RV	RV	RV	RV	RV
African-American		RV	RV	RV	RV	RV
Economic Disadvantaged		RV	RV	RV	RV	RV
Students with Disabilities		RV	RV	RV	RV	RV
Male		RV	RV	RV	RV	RV
Grade 11 Literacy						
Combined Population	64.0	RV	RV	RV	RV	RV
African-American		RV	RV	RV	RV	RV
Economic Disadvantaged		RV	RV	RV	RV	RV
Female		RV	RV	RV	RV	RV

Norm Referenced Test (ITBS) (National Percentile Rank)

4.2.1.10

Grade Three Reading Comprehension	
Grade Three Math Concepts and Estimation	
Grade Three Math Problem Solving and Data Interpretation	
Grade Four Reading Comprehension	
Grade Four Math Concepts and Estimation	
Grade Four Math Problem Solving and Data Interpretation	
Grade Five Reading Comprehension	
Grade Five Math Concepts and Estimation	
Grade Five Math Problem Solving and Data Interpretation	
Grade Six Reading Comprehension	
Grade Six Math Concepts and Estimation	
Grade Six Math Problem Solving and Data Interpretation	
Grade Seven Reading Comprehension	
Grade Seven Math Concepts and Estimation	
Grade Seven Math Problem Solving and Data Interpretation	
Grade Eight Reading Comprehension	
Grade Eight Math Concepts and Estimation	
Grade Eight Math Problem Solving and Data Interpretation	
Grade Nine Reading Comprehension	20
Grade Nine Math Concepts and Problem Solving	15
ACT	
Mathematics	0
English	0
Composite	0
Advanced Placement Courses (AP)	
Number of Students Taking AP Courses	
Number of AP Exams Taken	
Number of Exams Scored 3,4, or 5	0

No Child Left Behind Adequate Yearly Progress (AYP)

4.2.1.11

This School was on Year One of School Improvement	Y
This School was on Year Two of School Improvement	N
This School was on Year Three of School Improvement	N
This School was on Year Four of School Improvement	N
This School was on Year Five of School Improvement	
This School was on Year Six of School Improvement	

**Indicator 2: Access
Annual Accreditation Status**

4.2.1.12

Accredited	No
Accredited-Cited	No
Accredited-Probationary	No
Attendance Rate	98.2
Dropout Rate	21.5
Graduation Rate	0
Grade Inflation Rate	0
College Remediation Rate	0
October 1 Enrollment	65

Indicator 3: Retention

Number of Students Retained at Grade 1	0
Percent of Students Retained at Grade 1	0
Number of Students Retained at Grade 2	0
Percent of Students Retained at Grade 2	0
Number of Students Retained at Grade 3	0
Percent of Students Retained at Grade 3	0
Number of Students Retained at Grade 4	0
Percent of Students Retained at Grade 4	0
Number of Students Retained at Grade 5	0

Percent of Students Retained at Grade 5	0
Number of Students Retained at Grade 6	0
Percent of Students Retained at Grade 6	0
Number of Students Retained at Grade 7	1
Percent of Students Retained at Grade 7	100
Number of Students Retained at Grade 8	1
Percent of Students Retained at Grade 8	10

Indicator 4: Discipline

Discipline Policies Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	0%
Weapons Incidents	0%
Staff Assaults	12.3 %
Student Assaults	3.1%

Indicator 5: Demographics

Percent of Teachers Completely Certified (Licensed)	83
Percent Teaching with Emergency/ Provisional Credentials	0
Percent of Teachers with Bachelor's Degree	0
Percent of Teachers with Master's Degree	20
Percent of Teachers with Advanced Degree	0
Teachers in High Poverty Schools	
Percent of Classes not Taught by Highly Qualified Teachers	0
Teachers in Low Poverty Schools	
Percent of Classes not Taught by Highly Qualified Teachers	0
Aggregate All Economic Levels	
Percent of Classes not Taught by Highly Qualified Teachers	0

Indicator 6: Choice

Percent of Students Obtained Through School Choice	0
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Indicator 7: Economic

District Total Mills Voted	40.9
District Expenditure Per Student	\$8,928.86
District Average Teacher Salary	\$48,447.00
District Total Expenditures	\$95,138,733.86
District Instructional Expenditures	\$47,357,962.18
District Administrative Expenditures	\$5,609,081.22
District Extracurricular Expenditures	\$763,541.28
District Capital Expenditures	\$10,043,489.69
District Debt Service Expenditures	\$1,807,475.17
Percent of Students Eligible for Free and Reduced Meals	67.7
State Free and Reduced-Price Meal Rate **	54.2%
National Free and Reduced-Price Meal Rate **	45.3%

LITTLE ROCK SCHOOL DISTRICT
2007-2008
EQUITY COMPLIANCE REPORT

CYCLE 2 – Certification of Data Accuracy

I hereby certify by my signature below that I have thoroughly reviewed the information contained in the following individual reports required for the statewide information Cycle 2 report and that the data contained in each report is true, accurate and timely for the reporting time period of each required report. I further certify that each report is a complete and full report of all data required by the respective reports and that no further edits or re-submissions of any report is necessary. Therefore, I hereby agree that no changes shall be made to these reports unless required by law or agreed to by the Arkansas Department of Education and based upon the forgoing promises and covenants I submit that the following reports accurately describe the status and condition of the Little Rock School District as of October 1, 2008.

Specifically, the reports I refer to above and submit as part of the Cycle 2 submission process to the Arkansas Department of Education are as follows:

Bank Reconciliation Report
Certified Staff - Job Analysis
Certified Staff - Out-of-District - Job Analysis
Child Nutrition - Student Meal
Child Nutrition Preschool Meal Counts
Classified Staff - Job Analysis
Concurrent Credit
Contacts
Consolidated LEA Report
Distance Learning
District General Information
Early Childhood - Pre-school Classrooms
Enrollment - Preschool
Enrollment - Pupil/Choice
Equity Compliance
Federally Funded Employees

Highly Qualified Teacher
Insurance Eligible/Participant
Kindergarten Preschool
Para-Professional Report
Poverty Index
Safety Drills
School General Information
Smart Core Waiver Report
Special Education Employee
Student Homeless
Student ID Change
Student Language Report
Student Status Information
Vocational School Report

Little Rock

SCHOOL DISTRICT

6001000

LEA

10-14-08

DATE

Xinda Watson, Ed. D.
SUPERINTENDENT'S SIGNATURE

MAIL TO:

Arkansas Department of Education
Arkansas Public School Computer Network
101 East Capitol – Suite 101
Little Rock, AR 72201

ARKANSAS DEPARTMENT OF EDUCATION
ANNUAL EQUITY COMPLIANCE REPORT
2008/2009

DISTRICT: LITTLE ROCK SCHOOL DISTRICT COUNTY: PULASKI

EDUCATION COOPERATIVE:

DISTRICT'S EQUITY COORDINATOR: HARTZ, DAVID

COORDINATOR'S POSITION/TITLE: ASSOC SUPT HUMAN RES

ADDRESS: 810 W. MARKHAM ST LITTLE ROCK AR 72201

TELEPHONE NUMBER: 501-447-1103 FAX: 501-447-1162

COORDINATOR'S SIGNATURE: _____ DATE: _____

1. Is there a district Equity Self-Evaluation process used annually to determine if the district complies with Standard I, Civil Rights Laws of 1964, Title VI, Title IX and Section 504?
Yes X No
2. Is the district's non-discrimination policy posted in all of the district's facilities and included in all handbooks, application forms, recruitment materials and public media?
Yes X No
3. Are strategies to alleviate inequities included in the school improvement plans, and do these strategies comply with state and federal regulations?
Yes X No
4. Do all committees and staff reflect the diversity of the district's population?
Yes X No
5. Is staff development needed for a better understanding of state and federal regulations?
Yes X No

The signatures below certify that the district is in compliance with the state and federal civil rights regulations, and with Standard I for Accreditation of Arkansas Public Schools.

Superintendent's Name: _____
(Please Print)

Signatures/Dates:

Superintendent	Date
Board President	Date
Board Secretary	Date

CYCLE I VALIDATION REPORT

**Felder Alternative Charter School
Cycle 1 Validation**

I. Ending Fund Balances

	Fund	FY06	FY07	FY08	Variance	Variance %
	3	0.00	0.00	0.00	0.00	
	5	0.00	0.00	0.00	0.00	
1a. Ending Fund Balances compared with prior two years	6	165,759.45	59,684.89	0.00	(59,684.89)	(100.00)
	7	0.00	0.00	0.00	0.00	
	8	0.00	0.00	0.00	0.00	
	Legal	0.00	0.00	0.00	0.00	

	Title	FY06	FY07	FY08	Variance	Variance %
1b. Categorical Fund Balances compared with prior two years	ALE	0.00	222,300.00	367,660.87	145,360.87	
	NSLA	0.00	0.00	0.00	0.00	

II. Revenue (Per ASR Specifications)

	FY07	FY08	Variance	Variance %
1. Total Revenue from all sources excluding Transfers	1,149,581.00	1,429,788.17	280,207.17	24.37
2. Property Tax Receipts	0.00	0.00	0.00	
3. Unrestricted Revenues from State Sources	387,281.00	522,127.30	134,846.30	34.82
4. Restricted Revenue from State Sources	222,300.00	367,660.87	145,360.87	65.39
5. Restricted Revenue from Federal Sources	-	0.00	0.00	
6. Financing Sources	0.00	0.00	0.00	
7. Miscellaneous Non-Revenue Sources	540,000.00	540,000.00	0.00	0.00

III. Expenditures (Per ASR Specifications)

	FY07	FY08	Variance	Variance %
1. Total Expenditures excluding Transfers	1,173,228.90	1,175,435.61	2,206.71	0.19
2. Total Instructional Expenditures	779,154.34	669,424.84	(109,729.50)	(14.08)
3. Total General Administration Expenditures	90,554.23	95,917.33	5,363.10	5.92
4. Central Services	1,385.14	0.00	(1,385.14)	
5. Maintenance & Operations of Plant	70,889.47	62,656.29	(8,233.18)	(11.61)
6. Student Transportation	0.00	0.00	0.00	
7. School Administration	172,272.78	286,048.78	113,776.00	66.04
8. Food Service Operations	0.00	0.00	0.00	
9a. Athletic Expenditures - All Funds	0.00	0.00	0.00	
9b. Athletic Expenditures - Excluding Activity Funds	0.00	0.00	0.00	
10. Extra-Curricular Expenditures - All Funds	0.00	0.00	0.00	
10b. Extra-Curricular Expenditures -Excluding Activity Fund	0.00	0.00	0.00	
11. Special Education Expenditures	58,972.94	61,388.37	2,415.43	4.10
12. Debt Services Expenditures	0.00	0.00	0.00	

**Felder Alternative Charter School
Cycle 1 Validation**

IV. Personnel - Non Federal Certified Classroom FTE (Per Cycle 1, Page 36 & 37)

	FY07	FY08	Variance	Variance %
1. Male FTE Paid from Salary Funds	7.00	7.00	0.00	0.00
2. Male Salary Paid from Salary Funds	265,374.00	344,512.80	79,138.80	29.82
3. Average Male Salary Paid from Salary Funds	37,910.57	#VALUE!	#VALUE!	#VALUE!
4. Female FTE Paid from Salary Funds	5.00	5.00	0.00	0.00
5. Female Salary Paid from Salary Funds	171,520.00	219,909.40	48,389.40	28.21
6. Average Female Salary Paid from Salary Funds	34,304.00	43,981.88	9,677.88	28.21

V. Personnel -Non Federal Certified Personnel

	FY07	FY08	Variance	Variance %
1. Male FTE Paid from Salary Funds	8.00	5.50	(2.50)	(31.25)
2. Male Salary Paid from Salary Funds	341,875.00	87,303.00	(254,572.00)	(74.46)
3. Average Male Salary Paid from Salary Funds	42,734.38	15,873.27	(26,861.10)	(62.86)
4. Female FTE Paid from Salary Funds	6.00	6.00	0.00	0.00
5. Female Salary Paid from Salary Funds	202,547.00	98,835.09	(103,711.91)	(51.20)
6. Average Female Salary Paid from Salary Funds	33,757.83	16,472.52	(17,285.32)	(51.20)

VI. Expenditures by Fund

	FY07	FY08	Variance	Variance %
1. Salary Fund - Fund 1	544,422.00	564,422.20	20,000.20	3.67
2. Operating Fund - Fund 2	522,732.34	551,328.52	28,596.18	5.47
3. Building fund - Fund 3	0.00	0.00	0.00	
4. Debt Service Fund - Fund 4	0.00	0.00	0.00	
5. Capital Outlay/ Dedicated M&O - Fund 5	0.00	0.00	0.00	
6. Federal Grants Fund - Fund 6	106,074.56	59,684.89	(46,389.67)	(43.73)
7. Activity Fund - Fund 7	0.00	0.00	0.00	
8. Food Service Fund - Fund 8	0.00	0.00	0.00	

**DETAILED STATEMENT OF CHANGES IN FUND BALANCES
REPORT**

**June 30, 2008
November 30, 2008**

SUMMARY REVENUE STATUS REPORT

**June 30, 2008
November 30, 2008**

SUMMARY REVENUE EXPENDITURE REPORT

**June 30, 2008
November 30, 2008**

LITTLE ROCK SCHOOL DISTRICT
FELDER ALTERNATIVE CHARTER SCHOOL
CONSOLIDATED SUMMARY OF REVENUE AND EXPENDITURES 2005-09
 June 30, 2008

	BUDGET 2005-06	ACTUAL 2005-06	BUDGET 2006-07	ACTUAL 2006-07	BUDGET 2007-08	ACTUAL 2007-08	BUDGET 2008-09
REVENUE-LOCAL SOURCES							
LITTLE ROCK SCHOOL DISTRICT	270,000	270,000.00	270,000.00	270,000.00	270,000.00	270,000.00	135,000.00
NORTH LITTLE ROCK SCHOOL DISTRICT	108,000	108,000.00	108,000.00	108,000.00	108,000.00	108,000.00	108,000.00
PULASKI COUNTY SPEC. SCHOOL DIST.	162,000	162,000.00	162,000.00	162,000.00	162,000.00	162,000.00	-
PULASKI COUNTY GOVERNMENT	35,000	35,000.00	35,000.00	-	-	-	-
REVENUE-STATE SOURCES							
CHARTER SCHOOL START UP FUNDING	350,000	350,000.00	-	-	-	-	-
EQUALIZATION FUNDING	-	-	387,281.00	387,281.00	522,127.00	522,127.30	580,600.00
ALTERNATIVE LEARNING	-	-	222,300.00	222,300.00	367,661.00	367,660.87	401,000.00
REVENUE-FEDERAL SOURCES							
CHARTER SCHOOL GRANT	450,000	450,000.00	-	-	-	-	-
TOTAL REVENUE	1,375,000.00	1,375,000.00	1,184,581.00	1,149,581.00	1,429,788.00	1,429,788.17	1,224,600.00
EXPENSES							
SALARIES	690,000.00	663,439.32	758,000.00	706,111.58	886,746.22	750,560.29	924,460.53
FRINGE BENEFITS	200,000.00	198,954.22	240,480.50	215,855.13	285,319.31	225,233.13	275,061.01
PURCHASED SERVICES	85,000.00	88,685.99	90,000.00	98,167.97	156,608.04	66,112.51	58,319.00
SUPPLIES & MATERIALS	250,000.00	159,599.92	85,000.00	86,319.66	114,214.85	111,550.96	53,337.00
CAPITAL OUTLAY	150,000.00	119,842.48	10,000.00	66,774.56	38,000.00	21,858.72	2,500.00
OTHER OBJECTS		0.00		0.00		120.00	100.00
TOTAL EXPENSES	1,375,000.00	1,230,521.93	1,183,480.50	1,173,228.90	1,480,888.42	1,175,435.61	1,313,777.54
INCREASE/(DECREASE) IN							
FUND BALANCE	-	144,478.07	1,100.50	(23,647.90)	(51,100.42)	254,352.56	(89,177.54)
BEGINNING FUND BALANCE							
CHARTER	-	-	(21,281.38)	(21,281.38)	61,145.28	61,145.28	375,182.73
FEDERAL	-	-	165,759.45	165,759.45	59,684.89	59,684.89	0.00
TOTAL	-	-	144,478.07	144,478.07	120,830.17	120,830.17	375,182.73
ENDING FUND BALANCE							
CHARTER	-	(21,281.38)	74,819.12	61,145.28	69,729.75	375,182.73	286,005.19
FEDERAL	-	165,759.45	70,759.45	59,684.89	-	-	-
TOTAL	-	144,478.07	145,578.57	120,830.17	69,729.75	375,182.73	286,005.19

LITTLE ROCK SCHOOL DISTRICT
FELDER ALTERNATIVE CHARTER SCHOOL
CONSOLIDATED SUMMARY OF REVENUE AND EXPENDITURES 2005-09
 November 30, 2008

	BUDGET 2005-06	ACTUAL 2005-06	BUDGET 2006-07	ACTUAL 2006-07	BUDGET 2007-08	ACTUAL 2007-08	BUDGET 2008-09	ACTUAL 2008-09
REVENUE-LOCAL SOURCES								
LITTLE ROCK SCHOOL DISTRICT	270,000	270,000.00	270,000.00	270,000.00	270,000.00	270,000.00	135,000.00	-
NORTH LITTLE ROCK SCHOOL DISTRICT	108,000	108,000.00	108,000.00	108,000.00	108,000.00	108,000.00	108,000.00	-
PULASKI COUNTY SPEC. SCHOOL DIST.	162,000	162,000.00	162,000.00	162,000.00	162,000.00	162,000.00	-	-
PULASKI COUNTY GOVERNMENT	35,000	35,000.00	35,000.00	-	-	-	-	-
REVENUE-STATE SOURCES								
CHARTER SCHOOL START UP FUNDING	350,000	350,000.00	-	-	-	-	-	-
EQUALIZATION FUNDING	-	-	387,281.00	387,281.00	522,127.00	522,127.30	580,600.00	211,127.00
ALTERNATIVE LEARNING	-	-	222,300.00	222,300.00	367,661.00	367,660.87	401,000.00	200,500.00
REVENUE-FEDERAL SOURCES								
CHARTER SCHOOL GRANT	450,000	450,000.00	-	-	-	-	-	-
TOTAL REVENUE	1,375,000.00	1,375,000.00	1,184,581.00	1,149,581.00	1,429,788.00	1,429,788.17	1,224,600.00	411,627.00
EXPENSES								
SALARIES	690,000.00	663,439.32	758,000.00	706,111.58	886,746.22	750,560.29	924,460.53	255,326.82
FRINGE BENEFITS	200,000.00	198,954.22	240,480.50	215,855.13	285,319.31	225,233.13	275,061.01	74,556.11
PURCHASED SERVICES	85,000.00	88,685.99	90,000.00	98,167.97	156,608.04	66,112.51	58,319.00	2,841.38
SUPPLIES & MATERIALS	250,000.00	159,599.92	85,000.00	86,319.66	114,214.85	111,550.96	53,337.00	42,016.16
CAPITAL OUTLAY	150,000.00	119,842.48	10,000.00	66,774.56	38,000.00	21,858.72	2,500.00	0.00
OTHER OBJECTS	-	0.00	-	0.00	-	120.00	100.00	1,980.00
TOTAL EXPENSES	1,375,000.00	1,230,921.93	1,183,480.50	1,173,228.90	1,480,888.42	1,175,435.61	1,313,777.54	376,720.47
INCREASE/DECREASE IN								
FUND BALANCE	-	144,478.07	1,100.50	(23,647.90)	(51,100.42)	254,352.56	(89,177.54)	34,906.53
BEGINNING FUND BALANCE								
CHARTER	-	-	(21,281.38)	(21,281.38)	61,145.28	61,145.28	375,182.73	375,182.73
FEDERAL	-	-	165,759.45	165,759.45	59,684.89	59,684.89	0.00	0.00
TOTAL	-	-	144,478.07	144,478.07	120,830.17	120,830.17	375,182.73	375,182.73
ENDING FUND BALANCE								
CHARTER	-	(21,281.38)	74,819.12	61,145.28	69,729.75	375,182.73	286,005.19	410,089.26
FEDERAL	-	165,759.45	70,759.45	59,684.89	-	-	-	-
TOTAL		144,478.07	145,578.57	120,830.17	69,729.75	375,182.73	286,005.19	410,089.26

DISTRICT AUDIT

JUNE 30, 2008



LITTLE ROCK SCHOOL DISTRICT
Finance & Accounting
810 West Markham Street
Little Rock, AR 72201

Phone: (501)447-1089 Fax: (501)447-1158

January 6, 2009

Arkansas Department of Education
Charter School Office
Little Rock, AR

Gentlemen:

Please accept this letter for your request for the FY 2007-2008 audit.

Our auditor's are currently working on the audit and will present it to our board in the near future. As soon as the audit is completed and the Board has approved I will forward a copy to your office.

Should you need additional information, I may be reached at the number listed above.

Sincerely,

A handwritten signature in cursive script that reads "Jean A. Ring".

Jean A. Ring
Director, Finance and Accounting

DISTRICT AUDIT

JUNE 30, 2007



Little Rock School District of Pulaski County, Arkansas

ANNUAL FINANCIAL REPORT

June 30, 2007

**Thomas &
Thomas LLP**
Certified Public Accountants

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**ANNUAL FINANCIAL REPORT
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**INDEPENDENT AUDITORS' REPORT
ON FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION**

The Board of Directors
The Little Rock School District
of Pulaski County, Arkansas
Little Rock, Arkansas

We have audited the accompanying financial statements of governmental activities, each major fund and the aggregate remaining fund information of **THE LITTLE ROCK SCHOOL DISTRICT OF PULASKI COUNTY, ARKANSAS** (the District), as of and for the year ended June 30, 2007, which collectively comprise the District's basic financial statements as listed in the accompanying table of contents. These financial statements are the responsibility of the District's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of **THE LITTLE ROCK SCHOOL DISTRICT OF PULASKI COUNTY, ARKANSAS**, as of June 30, 2007, and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated May 29, 2008, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Board of Directors
The Little Rock School District
of Pulaski County, Arkansas
Page Two

The management's discussion and analysis on pages 4 through 12, and budgetary comparison information on page 39, are not a required part of the basic financial statements, but are supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation, of the required supplementary information. However, we did not audit the information and express no opinion on it.

The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements of the District. The information in this schedule has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Thomas & Thomas LLP
Certified Public Accountants

May 29, 2008
Little Rock, Arkansas

MANAGEMENT'S DISCUSSION AND ANALYSIS

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**MANAGEMENT'S DISCUSSION AND ANALYSIS
Year Ended June 30, 2007**

As management of The Little Rock School District of Pulaski County, Arkansas (the District), we offer readers of the District's financial statements this narrative overview and analysis of the financial balances and activities of the District as of and for the fiscal year ended June 30, 2007. This management's discussion and analysis (MD&A) gives an objective and comprehensive analysis of the District's financial activities based on currently known facts, decisions, or conditions. It presents short and long-term analyses of the District's activities, compares current year results with those of the prior year, and discusses the positive and negative aspects of that comparison. The intent of the MD&A is to look at the District's financial performance as a whole. Readers should also review the financial statements found in the Financial Section starting on page 13, and the related notes thereto, to enhance their understanding of the District's financial performance.

Financial Highlights

Key financial highlights for the fiscal year ended June 30, 2007, are as follows:

On the District-wide Financial Statements

- Total net assets decreased from \$59.9 million at June 30, 2006, to \$56.8 million at June 30, 2007, a decrease of approximately \$3.1 million, or 5.2%.
- In total, revenues increased from \$282 million in 2006 to \$289 million in 2007, an increase of approximately \$7 million, or 2.5%. Much of this net change is attributable to increases in property taxes and interest income. Increases in the assessed valuation of property located within the District's boundaries continue to have a positive impact on the District's revenues. In total, property tax revenues increased from \$112.8 million in 2006 to \$119.1 million in 2007, an increase of 5.6%. General revenues totaling \$193.7 million for the year ended June 30, 2007 and \$184.3 million for the year ended June 30, 2006, represented approximately 67.3% and 65.4% of total revenues for the years ended June 30, 2007 and 2006, respectively. Program specific revenues, which include grants from federal and state agencies, comprise the remaining 32.7% and 34.6% of total revenues for the years ended June 30, 2007 and 2006, respectively.
- Total expenses increased from \$277 million in 2006 to \$291.9 million in 2007, an increase of approximately \$14.9 million, or 5.4%. Much of this increase is attributable to employee raises, "step increases" in salaries for eligible employees, and related costs of employee benefits, such as retirement and health insurance. In addition, the District's continued focus on improving the quality of education necessitated increases in the purchase of instructional materials and supplies.

On the Fund Financial Statements

- The ending fund balance in the General Fund increased from \$12.6 million at June 30, 2006, to \$17.6 million at June 30, 2007. This represents an increase of approximately \$5 million or 39.7%. Total governmental fund balances decreased from \$52.3 million at June 30, 2006, to \$51.1 million at June 30, 2007, a decrease of approximately \$1.2 million, or 2.3%. This decrease is primarily attributable to fund balance decreases in the Capital Projects Fund of approximately \$5.7 million in relation to capital outlays.
- General Fund revenues totaled \$206.4 million for the year ended June 30, 2007, an increase of approximately \$12.9 million over total 2006 revenues totaling of \$193.5 million. Increased property tax revenues and state revenues comprise approximately \$3.9 million and \$8.5 million, respectively, of this increase. Total resources available to all governmental funds of the District during the year ended June 30, 2007, were \$293.1 million as compared to \$277 million for the year ended June 30, 2006.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**MANAGEMENT'S DISCUSSION AND ANALYSIS
Year Ended June 30, 2007**

Financial Highlights (Continued)

On the Fund Financial Statements (Continued)

- General Fund expenditures have increased from \$201 million for the year ended June 30, 2006, to \$211.1 million for the year ended June 30, 2007, while total expenditures of the District for the year ended June 30, 2007, increased to \$295.3 million. This increase of approximately \$11.7 million was attributable primarily to increases in employee compensation costs and expenditures for instructional supplies and materials.

Using the Basic Financial Statements

The District's basic financial statements consist of a series of financial statements and the related notes to those statements. The statements are organized so that the reader can understand the operations of the District as a whole. The basic financial statements include District-wide Financial Statements, Fund Financial Statements, and Notes to the Financial Statements, and are presented in accordance with the financial reporting model required by the Governmental Accounting Standards Board in Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments*.

District-wide Financial Statements

The District-wide Financial Statements, which include the Statement of Net Assets and the Statement of Activities (see pages 14 and 15), provide highly condensed and consolidated financial information and render a District-wide perspective of the District's financial condition in a manner similar to a private sector business. These statements include all of the District's assets and liabilities measured under the accrual basis of accounting. This basis of accounting also takes into account all of the District's revenues and expenses regardless of when cash is received or paid.

These two statements report the District's net assets at June 30, 2007, and changes in those net assets for the year then ended. The changes in net assets are important as they identify for the reader how the financial position of the District has changed over the year. Events or transactions which may result in changes in the District's financial position may be financial or non-financial in nature. Non-financial factors that may have an impact on the District's financial condition include increases in, or the erosion of, the property tax base within the District's boundaries; the condition of school facilities and equipment; changes in state or federal law regarding the calculation or availability of funding for certain programs, or other external factors.

Fund Financial Statements

The Fund Financial Statements presented on pages 16 through 20 provide detailed information about each of the District's major funds. All of the District's activities are reported in these governmental funds, the accounting focus of which is on near-term inflows and outflows of expendable resources, as well as balances of expendable resources at the end of each fiscal year which are available for expenditure in future years. Balances and transactions are presented using the modified accrual basis of accounting, which measures cash and all other governmental activities on a current, rather than long-term, basis, indicating sources and uses of funding, as well as sources available for spending in the future periods. Financial information presented in this manner may be useful in evaluating the District's near term financing requirements.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**MANAGEMENT'S DISCUSSION AND ANALYSIS
Year Ended June 30, 2007**

Using the Basic Financial Statements (Continued)

Fund Financial Statements (Continued)

The District's major funds include the General, Debt Service, Capital Projects, Magnet Schools, Special Programs and Food Service funds. The major differences between the June 30, 2007, balances and transactions reported in the District-wide Financial Statements and those reported in the Fund Financial Statements are reflected on pages 17 and 19.

District-wide Financial Analysis

All of the District's major activities are reported in the District-wide Financial Statements, including instruction, instructional support, pupil transportation, operation and maintenance of plant, school and general administration, and food services. Property taxes, replacement taxes, and state aid finance most of these activities. Additionally, all capital and debt financing activities and balances are reported in the District-wide Financial Statements.

Statement of Net Assets

Net assets reflect the excess of the District's assets over its liabilities and are comprised of the following at June 30, 2007 and 2006:

	<u>2007</u>	<u>2006</u>
Current assets	\$ 191,740,045	\$ 181,214,233
Capital assets, net	175,603,465	175,423,666
Restricted assets	<u>2,830,922</u>	<u>2,187,212</u>
Total assets	<u>370,174,432</u>	<u>358,825,111</u>
Current liabilities	133,246,768	117,556,297
Long-term liabilities	<u>180,168,664</u>	<u>181,320,598</u>
Total liabilities	<u>313,415,432</u>	<u>298,876,895</u>
Net assets:		
Invested in capital assets, net of related debt	18,357,962	23,460,734
Restricted	13,093,147	11,840,126
Unrestricted	<u>25,307,891</u>	<u>24,647,356</u>
Total net assets	<u>\$ 56,759,000</u>	<u>\$ 59,948,216</u>

Capital assets, net of accumulated depreciation, increased approximately \$180,000 over 2006 balances. This increase represents the net effect of capital asset additions of \$15.4 million, current year depreciation expense of \$14.1 million, and disposals of assets with a net book value of approximately \$1.1 million. During the year ended June 30, 2007, the District completed and placed into service projects that were included in construction in progress in the June 30, 2006 financial statements totaling approximately \$1.5 million.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**MANAGEMENT'S DISCUSSION AND ANALYSIS
Year Ended June 30, 2007**

District-wide Financial Analysis (Continued)

Statement of Net Assets (Continued)

The \$1.2 million decrease in the District's long-term liabilities is attributable primarily to the net effect of principal payments and advance refunding of the District's long-term debt totaling approximately \$46.2 million, and the issuance of refunding bonds totaling approximately \$45.5 million.

At June 30, 2007 and 2006, respectively, restricted net assets consist primarily of \$12.8 million and \$11.6 million to be spent for capital projects.

Statement of Activities

Net assets at June 30, 2007, reflect a decrease of approximately \$3.2 million from the June 30, 2006 balance. Key elements of this decrease consist of the following:

	<u>2007</u>	<u>2006</u>
Revenues		
Program revenues:		
Charges for services	\$ 2,582,873	\$ 2,650,927
Grants and contributions	92,415,829	95,252,101
General revenues:		
Property taxes	119,135,307	112,822,220
Unrestricted state aid	68,580,327	67,407,608
Interest and other	5,970,213	4,024,821
Total revenues	<u>288,684,549</u>	<u>282,157,677</u>
Expenses		
Instructional services	167,164,611	160,360,716
Instructional support services	32,684,693	29,134,087
Pupil transportation services	14,629,868	14,675,741
Operation and maintenance of plant	28,970,036	23,243,713
School administration	15,511,580	14,959,673
General administration	14,437,406	15,282,967
Food services	10,024,093	9,619,505
Community services	188,311	451,862
Interest on long-term debt	8,263,167	9,272,283
Total expenses	<u>291,873,765</u>	<u>277,000,547</u>
Change in net assets	(3,189,216)	5,157,130
Net assets, beginning of year	<u>59,948,216</u>	<u>54,791,086</u>
Net assets, end of year	<u>\$ 56,759,000</u>	<u>\$ 59,948,216</u>

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**MANAGEMENT'S DISCUSSION AND ANALYSIS
Year Ended June 30, 2007**

District-wide Financial Analysis (Continued)

Statement of Activities (Continued)

As reflected above, the costs associated with the District's activities are not all borne by the taxpayers. During the year ended June 30, 2007, approximately \$2.6 million was paid by those who used or benefited from the services rendered (e.g. charges for school lunches and summer school tuition), and approximately 32%, or \$92.4 million, was paid through various federal and state grants. General revenues totaling \$193.7 million were available to offset the net cost of the District's programs of approximately \$196.9 million for the year ended June 30, 2007. In comparison, during the year ended June 30, 2006, approximately \$2.7 million, of the cost of the District's activities, was covered by charges for services, while approximately 34% or \$95 million, of the District's total expenses were paid through grant funding. The net cost of the District's programs for the year ended June 30, 2006, which were covered by general revenues, totaled approximately \$179 million.

The table below shows the total program cost and the net cost of such programs (after deductions for services and grant revenue) of the various categories of expenses for the years ended June 30, 2007 and 2006. The "net cost" presentation reflects the portion of total program cost which is ultimately borne by the District's taxpayers or by other revenue sources.

	2007		2006	
	Total Cost of Programs	Net Cost of Programs	Total Cost of Programs	Net Cost of Programs
Instructional services	\$ 167,164,611	\$ 104,610,037	\$ 160,360,716	95,068,438
Instructional support services	32,684,693	23,560,050	29,134,087	21,022,100
Pupil transportation services	14,629,868	9,942,926	14,675,741	10,316,206
Operation and maintenance	28,970,036	25,878,701	23,243,713	21,102,700
School administration	15,511,580	13,096,160	14,959,673	12,676,669
General administration	14,437,406	11,258,918	15,282,967	9,519,190
Food services	10,024,093	225,973	9,619,505	41,209
Community services	188,311	39,131	451,862	78,724
Interest on long-term debt	8,263,167	8,263,167	9,272,283	9,272,283
	<u>\$ 291,873,765</u>	<u>\$ 196,875,063</u>	<u>\$ 277,000,547</u>	<u>\$ 179,097,519</u>

Funds Financial Analysis

The District uses fund accounting to control and manage money for particular purposes (e.g., dedicated property taxes and bond proceeds). The Fund Financial Statements allow the District to demonstrate its stewardship over and accountability for resources provided by taxpayers and other entities. These statements also allow the reader to obtain additional insight into the financial workings of the District and further assess the District's financial condition.

The District completed the fiscal year ended June 30, 2007, with a combined fund balance for the District's governmental funds (as presented in the balance sheet on page 16) of \$51.1 million as compared to a combined fund balance of \$52.3 million as of June 30, 2006.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**MANAGEMENT'S DISCUSSION AND ANALYSIS
Year Ended June 30, 2007**

Funds Financial Analysis (Continued)

The fund balance of the General Fund at June 30, 2007, includes a reserve for prepaid expenses and inventories totaling approximately \$480,000 and approximately \$966,000 designated for the Desegregation Scholarship Program. The entire fund balances of the Capital Projects Fund and the Debt Service Fund remain reserved for capital projects and the payment of the District's bond debt service, respectively.

A major source of revenue for operations and debt service is local property taxes, which, for fund financial statement reporting purposes, totaled \$119.5 million for the fiscal year ending June 30, 2007, and \$114.1 million for the fiscal year ending June 30, 2006. The amount of property taxes attributable to the District is derived from the District's operating levy of 34 mills and the debt service levy of 12.4 mills (for a total levy of 46.4 mills) applied to the assessed value of taxable property located within the District's boundaries. Other significant local revenues for the year ended June 30, 2007, include \$5.7 million from the Pulaski County Special School District and the North Little Rock School District in support of the original six magnet schools, and breakfast and lunch revenues of \$2.4 million. Significant local revenues in 2006 also included comparable amounts of such support.

For the years ended June 30, 2007 and 2006, state funding totaled approximately \$128.3 million and \$116 million, respectively. This overall net increase in state revenues of \$12.3 million is primarily attributable to the 2006 deferral of recognition of revenues related to teacher retirement and health insurance cost reimbursement, Magnet School funding and transportation aid due to the timing of receipt of these payments (as partially offset by increases in several other funding programs). See Note 1(c) for a discussion of the District's revenue recognition policies applicable to the Fund Financial Statements. State revenues reported in the Fund Financial Statements consisted of the following:

	<u>2007</u>	<u>2006</u>
Foundation aid funding	\$ 68,580,327	\$ 67,388,859
Teacher retirement and health insurance reimbursements	12,532,653	7,519,646
Professional development	971,429	953,144
Special education	4,218,382	4,441,101
Workforce education	1,511,786	1,339,073
Student special needs funding	7,339,200	6,846,720
State transportation aid	5,826,744	2,831,267
Majority to Minority transfers	4,196,708	4,482,380
Arkansas Better Chance	4,453,460	4,810,900
State contribution for Magnet Schools	15,596,455	11,886,693
Other	3,122,056	3,510,693
	<u>\$ 128,349,200</u>	<u>\$ 116,010,476</u>

The U.S. Department of Education provides the largest amount of federal funding to the District, totaling \$19.5 and \$22.3 million respectively for each of the years ended June 30, 2007 and 2006, and representing approximately 73% and 76%, respectively, of total federal dollars expended. Other significant sources of federal funding include the U.S. Department of Agriculture, which provided \$7 million and \$6.8 million during the years ended June 30, 2007 and 2006, respectively, under the School Breakfast Program, the National School Lunch Program, and the Summer Food Service Program.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**MANAGEMENT'S DISCUSSION AND ANALYSIS
Year Ended June 30, 2007**

Funds Financial Analysis (Continued)

Total governmental funds expenditures for Fund Financial Statement purposes were \$295.3 million and \$283.6 million for the years ended June 30, 2007 and 2006, respectively, as summarized below:

	2007		2006	
General	\$ 211,132,877	71.5%	\$ 200,986,067	70.9%
Debt service	11,225,272	3.8%	12,719,044	4.5%
Capital projects	11,310,361	3.8%	8,067,136	2.8%
Magnet schools	29,700,624	10.1%	29,244,830	10.3%
Special programs	21,326,207	7.2%	22,429,433	7.9%
Food service	9,929,188	3.4%	9,610,213	3.4%
Other governmental	658,846	0.2%	571,644	0.2%
	\$ 295,283,375	100.0%	\$ 283,628,367	100.0%

General Fund Budgetary Highlights

Arkansas Code Annotated §6-17-914 states that each school district of the state shall prepare annually a budget of expenditures and receipts, which shall be filed with the Arkansas Department of Education (ADE) in an electronic format. Although no provision currently exists for revisions to be submitted to the ADE, management and the District's Board of Directors, over the course of the year, review the District's budget, taking into consideration unexpected changes in revenues and expenditures. If those changes are material in nature, internal budget revisions are submitted to the District's Board for approval. The District's Board approved the original budget in a legally held meeting on September 14, 2006. No formal revisions were made to the budget during the 2006-2007 fiscal year.

A schedule showing the General Fund's original budget compared with actual operating results (on a budgetary basis) is provided in this report on page 39.

For the 2006-2007 fiscal year the General Fund's actual revenues (budgetary basis) were more than budgeted revenues by approximately \$1.6 million. This favorable variance is primarily attributable to an increase in state revenues. Related General Fund actual expenditures were less than budgeted expenditures by a net amount approximating \$2.4 million.

Capital Assets and Debt Administration

Capital Assets

At June 30, 2007, the District had \$175.6 million (net of accumulated depreciation) invested in a broad range of capital assets, including land, buildings, construction in progress, furniture, buses and other vehicles, computers, and other equipment. During the current fiscal year approximately \$15.4 million of current year expenditures were capitalized and approximately \$1.1 million of net capital assets were retired or disposed. Depreciation expense for the year ended June 30, 2007, totaled approximately \$14.1 million.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**MANAGEMENT'S DISCUSSION AND ANALYSIS
Year Ended June 30, 2007**

Capital Assets and Debt Administration (Continued)

Capital Assets (Continued)

During 2007 and 2006, the District successfully completed several significant construction projects, including major renovations at several schools, installation of improved security systems throughout the District, improvements and upgrades to heating and air conditioning systems, and roof replacements on several of the District's buildings.

Total net capital assets at June 30, 2007 and 2006, are comprised of the following:

	<u>2007</u>	<u>2006</u>
Capital assets		
Buildings and improvements	\$ 218,361,475	\$ 215,167,092
Furniture, equipment and other	57,556,222	61,179,927
Land	5,835,655	5,372,987
Construction in progress	5,107,672	1,858,523
Total capital assets	<u>286,861,024</u>	<u>283,578,529</u>
Less total accumulated depreciation	<u>(111,257,559)</u>	<u>(108,154,863)</u>
Total capital assets, net	<u>\$ 175,603,465</u>	<u>\$ 175,423,666</u>

Additional information concerning the District's capital assets and construction commitments can be found in Note 4 to the financial statements.

Long-Term Debt

The District had outstanding general obligation bonded indebtedness of \$172.4 million at June 30, 2007 and 2006. State statutes limit the amount of general obligation debt a school district may issue to 27% of the assessed valuation. The debt limitation of approximately \$698 million at June 30, 2007, is an increase of \$35 million over the June 30, 2006 debt limitation.

The District also has long-term obligations for desegregation loans, Qualified Zone Academy Bonds, capital leases and compensated absences totaling approximately \$14.3 million at June 30, 2007 (as compared to \$14.1 million at June 30, 2006).

Additional information regarding the District's long-term debt can be found in Note 6 to the financial statements.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**MANAGEMENT'S DISCUSSION AND ANALYSIS
Year Ended June 30, 2007**

Economic Factors and Next Year's Budget

The 2007-2008 General Fund budget totals approximately \$304.6 million (budgetary basis of accounting) in revenues and reflects an expected gain in student enrollment and an increase of \$134 per student in State Foundation Aid. This budget, the largest in the history of the District, projects total expenses of approximately \$292 million. This budget continues to provide a solid financial foundation for District initiatives that remain focused on classroom achievement. Highly qualified teachers are a necessity, and this budget ensures that the District maintains the highest teacher starting salaries in Pulaski County. In addition, the budget supports teachers' skills with the continued development of detailed curriculum guides and teaching specialists whose strategies and best practices enhances students' learning environments.

The 2007-2008 budget fully funds the negotiated agreement with the teachers' union and provides a total average compensation increase of 5.6% for eligible employees. Funding is also available to provide a uniform adjustment to the base salaries of all other eligible district employees to ensure that students are served by an able and qualified workforce.

On February 23, 2007, the District was declared unitary and released from all further supervision from the Court. An appeal to this order, which has argued to the Eighth Circuit Court of Appeals, has not been decided. The financial impact of this order on the District with respect to State desegregation funding and loans payable, as described in Note 7 to the financial statements, although not yet determined, could be significant to the District's operations.

Contacting the District's Financial Management

While this Management's Discussion and Analysis is designed to provide a general overview of the financial condition and operations of the District, citizens groups, taxpayers, parents, students, or creditors may want further details. To obtain such details, please contact Jean Ring, Director of Finance and Accounting, at the Administration Building Business Office, 810 West Markham, Little Rock, Arkansas 72201 by calling (501) 447-1089 during regular office hours, Monday through Friday, 8:00 a.m. to 5:00 p.m., Central Time, or via e-mail at Jean.Ring@lrsd.org.

BASIC FINANCIAL STATEMENTS

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**STATEMENT OF NET ASSETS
June 30, 2007**

ASSETS	
Cash	\$ 960,772
Investments	82,562,903
Receivables:	
Property tax, net	100,465,863
Intergovernmental	5,618,690
Other	1,186,193
Inventories and other assets	945,624
Restricted cash and investments	2,830,922
Capital assets, net	<u>175,603,465</u>
TOTAL ASSETS	<u><u>\$ 370,174,432</u></u>
LIABILITIES AND NET ASSETS	
Liabilities	
Accounts payable and accrued liabilities	\$ 17,902,229
Payroll taxes and withholdings	10,813,238
Accrued interest expense	3,932,426
Deferred revenues	96,304,916
Due to fiduciary funds	75,676
Long-term obligations, net:	
Due within one year	4,218,283
Due in more than one year	<u>180,168,664</u>
Total liabilities	<u>313,415,432</u>
Net Assets	
Invested in capital assets, net of related debt	18,357,962
Restricted:	
Capital projects	12,767,430
Other activities	325,717
Unrestricted	<u>25,307,891</u>
Total net assets (Page 17)	<u>56,759,000</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>\$ 370,174,432</u></u>

The accompanying notes are an integral part of this financial statement.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2007**

	<u>Less Program Revenues</u>			<u>Changes in</u>
	<u>Expenses</u>	<u>Charges for</u>	<u>Grants and</u>	<u>Net Assets</u>
		<u>Services</u>	<u>Contributions</u>	<u>and Contributions</u>
			<u>and Contributions</u>	
GOVERNMENTAL FUNCTIONS				
Instructional services	\$ 167,164,611	\$ 196,464	\$ 62,358,110	\$ (104,610,037)
Instructional support services	32,684,693	-	9,124,643	(23,560,050)
Pupil transportation services	14,629,868	-	4,626,942	(9,942,926)
Operation and maintenance of plant	28,970,036	-	3,072,635	(25,878,701)
School administration	15,511,580	-	2,415,420	(13,096,160)
General administration	14,437,406	-	3,178,488	(11,258,918)
Food services	10,024,093	2,386,409	7,411,711	(225,973)
Community services	188,311	-	149,180	(39,131)
Interest on long-term debt	8,263,167	-	-	(8,263,167)
	<u>\$ 291,873,765</u>	<u>\$ 2,582,873</u>	<u>\$ 92,337,129</u>	<u>(196,875,063)</u>
Total governmental functions			<u>\$ 78,700</u>	

GENERAL REVENUES

Property taxes, levied for general purposes	87,904,440
Property taxes, levied for debt service	31,230,867
Unrestricted state aid	68,580,327
Interest	4,500,971
Other general	1,469,242
Total general revenues	<u>193,685,847</u>

CHANGE IN NET ASSETS (Page 19)

(3,189,216)

NET ASSETS, BEGINNING OF YEAR

59,948,216

NET ASSETS, END OF YEAR

\$ 56,759,000

The accompanying notes are an integral part of this financial statement.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**BALANCE SHEET - GOVERNMENTAL FUNDS
June 30, 2007**

	General	Debt Service	Capital Projects	Magnet Schools	Special Programs	Food Service	Other Governmental	Total Governmental Funds
ASSETS								
Cash	\$ 960,772	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 960,772
Investments	48,261,950	-	34,300,953	-	-	-	-	82,562,903
Receivables:								
Property tax, net	73,617,227	26,848,636	-	-	-	-	-	100,465,863
Intergovernmental	3,296,789	-	-	1,947,550	192,921	137,724	43,706	5,618,690
Other	94,583	-	1,012,376	-	-	-	79,234	1,186,193
Inventories and other assets	479,710	-	-	-	-	82,382	-	562,092
Restricted cash and investments	-	2,830,922	-	-	-	-	-	2,830,922
Due from other funds	687,268	11,413,946	2,129,589	-	4,018,158	26,251	517,589	18,792,801
TOTAL ASSETS	\$127,398,299	\$41,093,504	\$37,442,918	\$1,947,550	\$4,211,079	\$246,357	\$640,529	\$212,980,236
LIABILITIES AND FUND BALANCES								
Liabilities								
Accounts payable and accrued liabilities	\$ 15,034,894	\$ -	\$ 1,584,382	\$ 494,137	\$ 1,073,811	\$ -	\$ 5	\$ 18,187,229
Payroll taxes and withholdings	10,813,238	-	-	-	-	-	-	10,813,238
Deferred revenues	69,294,931	38,262,186	913,123	1,947,550	3,253,583	31,496	314,807	114,017,676
Due to other funds	14,624,844	1,958,352	721,556	1,453,413	-	34,636	-	18,792,801
Due to fiduciary funds	75,676	-	-	-	-	-	-	75,676
Total liabilities	109,843,583	40,220,538	3,219,061	3,895,100	4,327,394	66,132	314,812	161,886,620
Fund Balances								
Reserved for:								
Inventories and other assets	479,710	-	-	-	-	82,382	-	562,092
Debt service	-	872,966	-	-	-	-	-	872,966
Capital projects	-	-	34,223,857	-	-	-	-	34,223,857
Magnet schools	-	-	-	(1,947,550)	-	-	-	(1,947,550)
Unreserved, designated for:								
Food service programs	-	-	-	-	-	97,843	-	97,843
Desegregation scholarship program	965,524	-	-	-	-	-	-	965,524
Other	-	-	-	-	(116,315)	-	325,717	209,402
Unreserved, undesignated	16,109,482	-	-	-	-	-	-	16,109,482
Total fund balances (page 17)	17,554,716	872,966	34,223,857	(1,947,550)	(116,315)	180,225	325,717	51,093,616
TOTAL LIABILITIES AND FUND BALANCES	\$127,398,299	\$41,093,504	\$37,442,918	\$1,947,550	\$4,211,079	\$246,357	\$640,529	\$212,980,236

The accompanying notes are an integral part of this financial statement.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**BALANCE SHEET - GOVERNMENTAL FUNDS
Reconciliation to the Statement of Net Assets
June 30, 2007**

TOTAL FUND BALANCES - GOVERNMENTAL FUNDS (Page 16)		\$ 51,093,616
Capital assets used in governmental activities are not current financial resources and therefore are not reported as assets in the governmental funds.	\$ 175,603,465	
Certain revenues recorded in the Statement of Activities will not be received soon enough after year end to pay current liabilities and are therefore presented as additional deferred revenues in the Balance Sheet - Governmental Funds.	17,712,760	-
Long-term debt and certain obligations for compensated absences are not reported as liabilities in the governmental funds.	(184,101,947)	
Bond issuance costs are reported as an other asset in the Statement of Net Assets but were recorded as expenditures in the year they were paid in the governmental funds.	383,532	-
Accrued interest expense is not reported as a liability in the governmental funds.	<u>(3,932,426)</u>	<u>-</u>
		<u>5,665,384</u>
TOTAL NET ASSETS - GOVERNMENTAL ACTIVITIES (Page 14)		<u>\$ 56,759,000</u>

The accompanying notes are an integral part of this financial statement.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
For the Year Ended June 30, 2007**

	General	Debt Service	Capital Projects	Magnet Schools	Special Programs	Food Service	Other Governmental	Total Governmental Funds
REVENUES								
Property taxes	\$ 88,514,990	\$ 31,012,165	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 119,527,155
Federal revenues	-	-	-	-	20,426,893	6,952,484	-	27,379,377
State revenues	112,106,565	-	-	15,596,455	39,557	75,741	530,882	128,349,200
Tuition, fees and other	3,416,097	-	1,688,240	5,690,542	33,422	2,386,409	155,243	13,369,953
Interest	2,387,326	106,020	1,999,591	-	-	8,034	-	4,500,971
Total revenues	<u>206,424,978</u>	<u>31,118,185</u>	<u>3,687,831</u>	<u>21,286,997</u>	<u>20,499,872</u>	<u>9,422,668</u>	<u>686,125</u>	<u>293,126,656</u>
EXPENDITURES								
Instructional services	121,218,963	-	-	20,626,114	12,614,025	-	180,799	154,639,901
Instructional support services	23,299,372	-	-	2,459,249	6,158,241	-	461,208	32,378,070
Pupil transportation services	14,233,453	-	-	-	-	-	-	14,233,453
Operation and maintenance of plant	25,225,044	-	1,549,636	2,030,783	384,984	-	-	29,190,447
School administration	13,045,463	-	-	2,465,834	83	-	-	15,511,380
General administration	10,679,589	-	-	2,046,374	1,362,999	-	-	14,088,962
Food services	-	-	-	-	-	9,856,054	16,839	9,872,893
Community services	-	-	-	-	102,293	-	-	102,293
Capital outlay	3,430,993	-	9,760,725	72,270	703,582	73,134	-	14,040,704
Debt service:								
Principal paid	-	3,015,164	-	-	-	-	-	3,015,164
Interest	-	7,913,324	-	-	-	-	-	7,913,324
Fiscal agent fees	-	296,784	-	-	-	-	-	296,784
Total expenditures	<u>211,132,877</u>	<u>11,225,272</u>	<u>11,310,361</u>	<u>29,700,624</u>	<u>21,326,207</u>	<u>9,929,188</u>	<u>658,846</u>	<u>295,283,375</u>
Revenues over (under) expenditures	<u>(4,707,899)</u>	<u>19,892,913</u>	<u>(7,622,530)</u>	<u>(8,413,627)</u>	<u>(826,335)</u>	<u>(506,520)</u>	<u>27,279</u>	<u>(2,156,719)</u>
OTHER FINANCING SOURCES (USES)								
Operating Transfers In (Out)								
Property taxes	19,291,078	(19,291,078)	-	-	-	-	-	-
Magnet schools funding	(9,186,396)	-	-	9,186,396	-	-	-	-
Interest reduction transfer	-	(1,958,352)	1,958,352	-	-	-	(16,812)	-
Lease payments	(452,217)	469,029	-	-	-	-	-	-
QZAB deposits	(537,690)	537,690	-	-	-	-	-	-
Other	(116,640)	-	-	-	-	-	116,640	-
Payment to Bond Refunding Escrow Agent	-	(45,030,874)	-	-	-	-	-	(45,030,874)
Original issue discount	-	(177,342)	-	-	-	-	-	(177,342)
Proceeds of Long-Term Debt	-	-	-	-	-	-	-	-
Capital lease obligations	625,535	-	-	-	-	-	-	625,535
Refunding bonds	-	45,505,000	-	-	-	-	-	45,505,000
Total other financing sources (uses)	<u>9,623,670</u>	<u>(19,945,927)</u>	<u>1,958,352</u>	<u>9,186,396</u>	<u>-</u>	<u>-</u>	<u>99,828</u>	<u>922,319</u>
NET CHANGE IN FUND BALANCE (Page 19)	<u>4,915,771</u>	<u>(53,014)</u>	<u>(5,664,178)</u>	<u>772,769</u>	<u>(826,335)</u>	<u>(506,520)</u>	<u>127,107</u>	<u>(1,234,400)</u>
FUND BALANCE, BEGINNING OF YEAR	<u>12,638,945</u>	<u>925,980</u>	<u>39,888,035</u>	<u>(2,720,319)</u>	<u>710,020</u>	<u>686,745</u>	<u>198,610</u>	<u>52,328,016</u>
FUND BALANCE, END OF YEAR	<u>\$ 17,554,716</u>	<u>\$ 872,966</u>	<u>\$ 34,223,857</u>	<u>\$ (1,947,550)</u>	<u>\$ (116,315)</u>	<u>\$ 180,225</u>	<u>\$ 325,717</u>	<u>\$ 51,093,616</u>

The accompanying notes are an integral part of this financial statement.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
Reconciliation to the Statement of Activities
For the Year Ended June 30, 2007**

NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS (Page 18)		\$ (1,234,400)
Additions to capital assets are reported as expenditures in the Fund Financial Statements.	\$ 15,364,069	
The costs of capital assets are depreciated over their estimated useful lives for District-wide Financial Statement reporting purposes.	(14,107,020)	
The net book value of capital assets that are disposed during the year are not reflected in the Fund Financial Statements.	(1,077,250)	
In the Statement of Activities, compensated absences are measured by the amounts earned during the year. In the Fund Financial Statements, expenditures for these items are measured by the amount of financial resources used.	(115,500)	
Repayment of long-term debt is recorded as an expenditure in the Fund Financial Statements, but it reduces long-term liabilities in the Statement of Net Assets.	3,015,164	
Payment to bond refunding escrow agent is recorded as an other financing use in the Fund Financial Statements but as a reduction of long term debt in the Statement of Net Assets.	45,030,874	
Proceeds from the issuance of long-term debt are recorded as other financing sources in Fund Financial Statements, but are recorded as increases in long-term liabilities in the District-wide Financial Statements.	(45,953,193)	
Property tax revenues are recognized in the District-wide Financial Statements in the period for which they are levied, while being recognized in the Fund Financial Statements to the extent collected within sixty days after year end.	(391,848)	
Certain deferred revenues are recognized in different fiscal years for District-wide Financial Statements than for Fund Financial Statements purposes due to the timing of collection.	(3,652,940)	
Amortization of deferred bond costs and Qualified Zone Academy Bonds discounts are not reported in the Fund Financial Statements, but are recorded in the District-wide Financial Statements.	(226,605)	
Fiscal agent fees were recognized as expense in the Fund Financial Statements, but are recorded as an asset in the District-wide Financial Statements.	296,784	
Interest expense is recognized in the Fund Financial Statements when paid, but is accrued when due in the District-wide Financial Statements.	<u>(137,351)</u>	
		<u>(1,954,816)</u>
CHANGE IN NET ASSETS (Page 15)		\$ <u>(3,189,216)</u>

The accompanying notes are an integral part of this financial statement.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**STATEMENT OF NET ASSETS – FIDUCIARY FUNDS
June 30, 2007**

ASSETS

Restricted cash and investments	\$ -
Investments	1,790,047
Due from governmental funds	<u>75,676</u>

TOTAL ASSETS

\$ 1,865,723

LIABILITIES

Due to student groups and other	<u>\$ 1,865,723</u>
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TOTAL LIABILITIES

\$ 1,865,723

The accompanying notes are an integral part of this financial statement.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**NOTES TO FINANCIAL STATEMENTS
June 30, 2007**

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the Little Rock School District of Pulaski County, Arkansas (the District), have been prepared in conformity with generally accepted accounting principles (GAAP) applicable to governmental entities. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The most significant of the District's accounting policies are described below.

(a) Reporting Entity

The District is a body politic and corporate, established in 1853 for the purpose of providing educational services as mandated by state and federal agencies. The District operates under the direction of a locally-elected seven-member Board of Directors (the Board), which has oversight responsibility and control over all activities related to public school education provided by the District.

A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure that the financial statements are not misleading. The primary government of the District consists of all funds, departments, boards, and agencies that are not legally separate from the District. Component units, if any, are legally separate organizations for which the primary government is financially accountable or for which the primary government is not financially accountable; however, based on the nature and significance of their relationship with the primary government, it would be misleading to exclude them from the financial statements of the primary government.

The District's financial statements include the activities and balances related to the Felder Alternative Learning Academy (the Academy). The Academy is a charter school established during the year ended June 30, 2006, by a partnership between the District, the North Little Rock School District, the Pulaski County Special School District, the juvenile court system in Pulaski County, and Pulaski County, Arkansas, for the purpose of establishing a structured educational setting for students in grades six through twelve who have been truant or have committed certain significant offenses or violations of their district's code of conduct. Pursuant to the Academy's charter agreement, the District is the lead educational agency responsible for oversight of the daily operations of the Academy and is eligible for funding related to students attending the Academy. Activities of the Academy are funded through contributions to the District from each of the participating school districts, the State, and a federal grant. As the balances and transactions related to operation of the Academy are not of such significance as to be considered a "major fund" of the District, they are reported in the District's General Fund, except those directly related to the federal grant, which are reported in the District's Special Programs Fund. Summarized financial data for the Academy is provided in Note 12.

(b) Basis of Presentation

District-wide Financial Statements

The District-wide Financial Statements, which display financial information about the District as a whole, include the Statement of Net Assets and the Statement of Activities. These statements include all funds, account balances, and financial activities of the District, except for those related to the student activity funds, which the District holds as agent for various student and parent organizations. Eliminations of interfund transactions have been made to avoid "double-counting" of internal balances and activities.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**NOTES TO FINANCIAL STATEMENTS
June 30, 2007**

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

(b) Basis of Presentation (Continued)

The Statement of Activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. "Direct expenses" are those that are clearly identifiable with a specific function. "Program revenues" include charges or fees collected from students as well as grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Property taxes and other revenues not included among program revenues are reported as "general revenues."

Fund Financial Statements

Separate financial statements are provided for the District's governmental and fiduciary fund types. These financial statements include the Balance Sheet – Governmental Funds; the Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds; and the Statement of Net Assets – Fiduciary Funds.

The reporting focus of the Fund Financial Statements is on each of the District's major funds, rather than reporting aggregate totals of funds by type. Each major fund is presented in a separate column, and all non-major funds are aggregated into one column. The District reports the following major governmental funds in the Fund Financial Statements:

- The General Fund is the primary operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to another fund are accounted for in this fund. General operating expenditures and capital improvement costs that are not paid through other funds are paid from this fund.
- The Debt Service Fund is used to account for the accumulation of resources for, and the payment of principal and interest on, long-term debt as well as any other related debt service costs.
- The Capital Projects Fund is used to account for all resources segregated for the acquisition, construction, and renovation of the District's capital assets.
- The Magnet Schools Fund is used to account for state and local resources restricted for funding the operations of the District's magnet schools.
- The Special Programs Fund is used primarily to account for all federal and certain state funding received by the District that is restricted for specified purposes, with the exception of federal funding related to the District's food service program, which is accounted for in the Food Service Fund.
- The Food Service Fund is used to account for all financial transactions, including federal funding, related to operation of the District's food service program.

The District reports all funds held in a fiduciary capacity on behalf of various student groups in an agency fund, which is the only fund presented in the Statement of Net Assets - Fiduciary Funds.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

NOTES TO FINANCIAL STATEMENTS

June 30, 2007

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

(c) Measurement Focus and Basis of Accounting

District-wide Financial Statements

The District-wide Financial Statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash transaction takes place. Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, entitlements, grants, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenues from grants, entitlements, and donations are recognized in the fiscal year when all eligibility requirements, including restrictions on the availability or use of funds, have been satisfied.

Fund Financial Statements

The activities and balances of the District's governmental and agency funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recorded when they are measurable and available. Revenues are considered to be "available" when they are collected within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the District considers all property taxes to be available if the revenues are collected within sixty days after the end of the fiscal year; all other revenues are considered to be available if they are collected within ninety days after the end of the fiscal year. Property taxes, investment interest, grants, entitlements and contributions associated with the current fiscal period are considered to be susceptible to accrual. All other revenue items are considered to be measurable and available only when cash is received by the District.

Expenditures are recorded when a liability is incurred, as under the accrual method of accounting, except for principal and interest on long-term debt, claims and judgments, and compensated absences which are recognized as expenditures to the extent that they have matured or payment is due. General capital asset acquisitions are reported as "expenditures" in governmental funds. Proceeds of long-term debt and acquisitions under capital leases are reported as "other financing sources."

(d) Cash and Investments

The District's cash consists of cash on hand and demand deposits maintained at financial institutions. State statutes require that the District's funds be deposited in banks located in the State of Arkansas and that all deposit balances in excess of FDIC insurance limits be collateralized in accordance with state statutes. The District is party to a collateral management agreement with two financial institutions whereby all unrestricted deposits that are not FDIC insured are secured by collateral as required by state law. Collateral securities are held in the District's name by the District's agent.

The District's investments consist of certificates of deposit, discount notes issued by the United States Government and its agencies, and repurchase agreements collateralized by obligations of the United States Government and its agencies, all of which generally mature within one year of the date of purchase. These investments are reported at historical cost, which approximates fair market value. State statutes generally permit the District to invest in general obligation bonds of the United States; in bonds, notes, debentures, or other obligations issued by an agency of the United States Government; in general obligation bonds of the State of Arkansas; or in bank certificates of deposit. The District does not have a formal investment policy that places any further restrictions on the nature of types of investments that may be purchased. The collateral for the District's repurchase agreements is held by an agent of the issuing financial institution and is not held in the District's name.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**NOTES TO FINANCIAL STATEMENTS
June 30, 2007**

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

(d) Cash and Investments (Continued)

The District also maintains restricted cash and investment balances consisting of three deposit accounts and a government agency security held by fiscal agents, which are restricted for repayment of the District's Qualified Zone Academy Bonds (Note 6). The carrying amount and related bank balance of these cash accounts of \$2,513,069 as of June 30, 2007, is not covered by FDIC insurance, nor is it collateralized. The District's related investment, the balance of which was \$317,853 at June 30, 2007, is not held in the District's name and is not insured.

(e) Inventories

Materials, supplies and food commodities are valued at cost using the first-in, first-out method, and are recorded as expenditures when consumed rather than when purchased.

(f) Capital Assets

Capital assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation.

The costs of normal repairs and maintenance that do not add significantly to the total value of the asset or materially extend the assets lives are not capitalized. Outlays for capital assets, and major renovations and improvements which extend the useful economic lives of the respective assets, are capitalized.

Capital assets, excluding land and construction in progress, are depreciated using the straight line method over the following estimated useful lives:

Buildings and improvements	10 – 50 years
Furniture and equipment	5 – 20 years

In accordance with GASB Statement No. 42, *Accounting and Financial Reporting for Impairment of Capital Assets and for Insurance Recoveries*, the District evaluates events or changes in circumstances affecting capital assets to determine whether impairment of a capital asset has occurred. If the District determines that a capital asset is impaired in accordance with this standard, and that impairment is significant and other than temporary, impairment losses will be recorded and reflected in the District's financial statements.

(g) Interfund Balances and Transactions

In the Fund Financial Statements, receivables and payables resulting from short-term interfund loans are classified as "due to" or "due from" other funds. Transactions that constitute reimbursements to a fund for expenditures initially made from it that are properly applicable to another fund are recorded as expenditures in the reimbursing fund and as reductions of expenditures in the fund that is reimbursed. All other interfund transactions are reported as transfers.

Interfund balances and transfers are eliminated for purposes of financial statement presentation in the District-wide Financial Statements.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

NOTES TO FINANCIAL STATEMENTS

June 30, 2007

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

(h) Deferred Revenue

The District reports deferred revenue to the extent that resources have been accrued or received before the applicable revenue recognition criteria have been met.

(i) Compensated Absences

It is the District's policy to permit employees to accumulate earned vacation and sick pay benefits. Employees may receive compensation for unused vacation upon separation from service with the District. In the District-wide Financial Statements, a liability for vacation pay is accrued as it is earned by District employees. A liability for earned but unused vacation pay is reflected in the governmental funds only to the extent that employees have separated from service with the District and are due payment. Accumulated sick pay or personal leave days are not paid upon termination, and accordingly are not recorded as a liability in the District-wide or Fund Financial Statements.

(j) Long-term Liabilities

In the Statement of Net Assets, long-term debt and other long-term obligations are reported as liabilities. Bond and other debt premiums and discounts, as well as deferred refunding and bond issuance costs, are generally deferred and amortized over the life of the bonds using the effective interest method. As allowed under the transition provisions of GASB No. 34, premiums, discounts, and debt issuance costs have not been deferred, or amortized for long-term debt that was outstanding on July 1, 2001. Long-term debt is reported net of the applicable premiums, discounts and deferred costs.

In the Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds, bond premiums and the face amount of bonds or other long-term debt issued are reported as "other financing sources," while discounts are reported as "other financing uses." Issuance or refunding costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

(k) Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates. Significant estimates included in the District's financial statements relate to the determination of the uncollectible portion of property taxes receivable, the calculation of certain deferred revenues, and the useful lives used to determine depreciation expense related to the District's capital assets.

(l) Annual Budget

As required by State statutes, the District prepares an annual budget that is filed with the Arkansas Department of Education (ADE). The budget is required to be approved by the District's Board and submitted to the ADE no later than September 15 (September 30 beginning in 2008) of each year. Budget amendments, if any, are not required to be submitted for approval to ADE. The District's budget, although legally required, is not an appropriated budget and thus not legally restrictive.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**NOTES TO FINANCIAL STATEMENTS
June 30, 2007**

NOTE 2: INVESTMENTS

As of June 30, 2007, unrestricted investments, none of which have credit guaranty ratings, as presented in the District's financial statements include the following:

	<u>Carrying Amount</u>	<u>Interest Rates</u>	<u>Maturity Dates</u>	<u>Percentage of Total Investments</u>
Discount Notes				
Federal Home Loan Mortgage Corporation	\$ 6,978,317	5.00% - 5.07%	7/16/07 - 9/4/07	8.45%
Federal National Mortgage Association	25,660,682	5.03% - 5.13%	7/16/07 - 8/1/07	31.08%
Repurchase Agreements	450,000	4.69%	7/18/07	0.55%
Certificates of Deposit	<u>49,473,904</u>	4.01% - 5.32%	7/2/07 - 1/29/08	<u>59.92%</u>
	<u>\$ 82,562,903</u>			<u>100.00%</u>

NOTE 3: PROPERTY TAXES

Property taxes are levied each November based on the assessed value of taxable property as of January 1 of that year. Tangible personal property acquired after January 1 and before June 1 is required to be assessed in the year of acquisition. Otherwise, only property owned by a taxpayer on January 1 is assessed on that date for that calendar year. The millage rates in effect on the date of the levy are multiplied by the assessed value of taxable property to determine the total amount of tax. The tax records are opened and taxes are billed in March of the year following the levy. Taxes not received by October 10 of the year following the levy are considered delinquent and are subject to penalties.

Although an enforceable lien attaches to the property on the date of assessment, the District does not record a receivable until the levy date, as that is the date when the amount of tax attributable to the District is known. A receivable is recorded in the general fund and the debt service fund equal to each fund's proportionate share of the assessment. The millage rates attributable to the District for the levy which occurred during the fiscal year ending June 30, 2007, were 34 mills for operations and maintenance and 12.4 mills for debt service.

Property taxes are recognized as revenue in the Statement of Activities in the period the taxes are intended to finance. Property tax revenue is also recognized in the Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds in the period the taxes are intended to finance, but only to the extent that such taxes are both measurable and available.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**NOTES TO FINANCIAL STATEMENTS
June 30, 2007**

NOTE 3: PROPERTY TAXES (Continued)

Pursuant to Arkansas statute, the District recognizes as current revenues forty percent (40%) of the operations and maintenance tax levy which occurs during the District's fiscal year. The remaining sixty percent (60%) of the levy for operations and maintenance may not be recognized as revenue until the following fiscal year. The debt service tax levied during any given fiscal year is intended to finance the District's debt service requirements for the fiscal year beginning on July 1 of the year following the levy.

In the Statement of Net Assets and in the Balance Sheet – Governmental Funds, property taxes are presented as deferred revenues to the extent they have been received or accrued by the District prior to the fiscal year they are intended to finance. The Balance Sheet – Governmental Funds presents as additional deferred property tax revenue balances that have been accrued but have not been collected within sixty days after year end, and thus do not meet the “measurable and available” criteria. Deferred property tax revenues, as included in the Statement of Net Assets and in the Balance Sheet – Government Funds, were approximately \$91.7 million and \$106.9 million, respectively.

For financial reporting purposes, property tax revenue also includes proceeds from the Property Tax Relief Fund, established under State law to replace property tax revenues lost by school districts due to the passage of Amendment 79. The District accounts for Property Tax Relief Fund monies in the same manner as property taxes.

Property taxes receivable as of June 30, 2007, net of the applicable allowance for uncollectible accounts, are as follows:

	General Fund	Debt Service Fund
Current	\$ 63,202,160	\$ 23,050,200
Delinquent	13,482,451	4,917,129
Allowance for uncollectible accounts	(3,067,384)	(1,118,693)
	\$ 73,617,227	\$ 26,848,636

Approximately \$19.3 million, representing the excess of property taxes revenue recognized over amounts necessary to meet debt service requirements applicable to the fiscal year ended June 30, 2007, has been transferred from the Debt Service Fund to the General Fund to be used for operations as provided for under the Arkansas statutes. Collection of debt service property taxes received and transferred to the General Fund in advance of the period they are recognized as revenues for financial statement purposes are reflected as “due to” and “due from other funds” in the accompanying Balance Sheet – Governmental Funds.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**NOTES TO FINANCIAL STATEMENTS
June 30, 2007**

NOTE 4: CAPITAL ASSETS

Balances of the major components of capital assets as of June 30, 2007, and activity for the year then ended, are summarized as follows:

	June 30, 2006			June 30, 2007
	<u>Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Balance</u>
Capital assets				
Buildings and improvements	\$ 215,167,092	\$ 5,373,326	\$ 2,178,943	\$ 218,361,475
Furniture, equipment and other	61,179,927	6,261,926	9,885,631	57,556,222
Land	5,372,987	479,668	17,000	5,835,655
Construction in progress	1,858,523	4,721,773	1,472,624	5,107,672
Total capital assets	<u>283,578,529</u>	<u>16,836,693</u>	<u>13,554,198</u>	<u>286,861,024</u>
Less accumulated depreciation				
Buildings and improvements	68,878,812	7,798,825	1,659,914	75,017,723
Furniture and equipment	39,276,051	6,308,195	9,344,410	36,239,836
Total accumulated depreciation	<u>108,154,863</u>	<u>14,107,020</u>	<u>11,004,324</u>	<u>111,257,559</u>
	<u>\$ 175,423,666</u>	<u>\$ 2,729,673</u>	<u>\$ 2,549,874</u>	<u>\$ 175,603,465</u>

Expenditures for library books and certain other additions to capital assets as summarized above, are reflected in their respective functional expenditure classifications for Fund Financial Statement purposes.

Depreciation expense for the year ended June 30, 2007, was charged to governmental functions as follows:

Instructional services	\$ 12,631,827
Instructional support services	306,625
Pupil transportation services	396,416
Operation and maintenance of plant	177,940
General administration	544,832
Food services	32,730
Community services	16,650
	<u>\$ 14,107,020</u>

The District is party to various construction and related contracts, under which approximately \$28.1 million was unexpended at June 30, 2007.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**NOTES TO FINANCIAL STATEMENTS
June 30, 2007**

NOTE 5: INTERFUND BALANCES

The composition of interfund balances (i.e., "due to" and "due from" other funds) at June 30, 2007, is as follows:

<u>Receivable Fund</u>	<u>Payable Fund</u>	<u>Amount</u>
General	Capital Projects	\$ 652,632
	Food Service	34,636
		<u>687,268</u>
Capital Projects	Debt Service	1,958,352
	General	171,237
		<u>2,129,589</u>
Special Programs	General	2,564,745
	Magnet	1,453,413
		<u>4,018,158</u>
Other Governmental	Capital Projects	68,924
	General	448,665
		<u>517,589</u>
Debt Service	General	11,413,946
Food Service	General	26,251
		<u>\$ 18,792,801</u>

Interfund balances result primarily from short-term borrowings between funds to facilitate timely payments of expenditures throughout the year when cash balances within each fund are not sufficient to pay such expenditures. All interfund receivable and payable balances are expected to be satisfied within one year.

NOTE 6: LONG-TERM OBLIGATIONS, NET

The District may issue bonds and other forms of indebtedness for the purposes of acquiring capital assets; making additions, renovations, improvements, and repairs to existing capital assets; and refunding outstanding indebtedness. The principal types of indebtedness which the District is authorized to incur are school bonds, offered at public sale on competitive bids; revolving loans and certificates of indebtedness, representing loans from the Arkansas Department of Education; postdated warrants, which are warrants drawn in one fiscal year for payment in a subsequent fiscal year; and installment contracts and lease-purchase obligations. Bonds and revolving loan indebtedness are payable from debt service tax revenues, while installment contracts, postdated warrants and lease-purchase obligations are payable from maintenance and operation tax revenues.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

NOTES TO FINANCIAL STATEMENTS

June 30, 2007

NOTE 6: LONG-TERM OBLIGATIONS, NET (Continued)

(a) School Bonds

On May 9, 2000, the voters in the District approved the issuance of bonds in the principal amount of up to \$190,000,000, the proceeds of which were used for the purpose of refunding outstanding indebtedness, constructing and equipping school facilities, renovations and improvements to existing facilities, and significant repairs to and maintenance of such facilities. These bonds are limited, general obligations of the District, secured by a pledge of a continuing debt service tax of 3.0 debt service mills voted at the 2000 election specifically for payment of these bonds. These bonds will be repaid in annual installments through February 2033 and bear interest at rates ranging from 5% to 5.5%.

These bonds were issued in three series as follows:

\$46,378,560 Series A Construction Bonds, dated September 1, 2000
\$44,975,874 Series B Refunding Bonds, dated October 15, 2000
\$89,890,000 Series C Construction Bonds, dated June 1, 2001

In addition, in November 2003, the District issued \$6,375,000 in refunding bonds with interest rates ranging from 3% to 4.25% to advance refund the then outstanding balance of its \$6,369,891 Construction Bonds, dated May 1, 2000.

On December 1, 2006, the District issued \$45,505,000 in refunding bonds with interest rates ranging from 4% to 4.5% to advance refund the then outstanding balance (\$43,160,000) of its \$46,378,650 Series A Construction Bonds, dated September 1, 2000 (the Refunded Bonds). The net proceeds of \$45,030,874 were deposited in an irrevocable trust with an escrow agent to provide for all future debt service payments of the Refunded Bonds. As a result, the Refunded Bonds are considered defeased and the liability of those bonds has been removed from the Statement of Net Assets.

This advance refunding resulted in a difference between the reacquisition price and the net carrying amount of the Refunded Bonds of \$1,870,874. This difference, which is considered deferred bond costs for District-wide financial statement purposes, is being charged to operations through the year 2033 using the straight-line method. The District completed the advance refunding to reduce its total debt service payments over the next 26 years by approximately \$2,950,000 and to obtain an economic gain (difference between the present values of the old and new debt service payments) of approximately \$2,827,000.

(b) State of Arkansas Loans

As discussed in Note 7, the District obtained six loans from the State of Arkansas totaling \$20,000,000, the proceeds of which were used to partially finance the cost of implementing court-ordered desegregation requirements. The loans were to be repaid in twenty equal annual installments, beginning on the seventh anniversary of each loan. The loans were all interest free for the first seven years, however beginning on the seventh anniversary of each advance, the principal amount began to bear interest at 3%. As more fully described in Note 7, \$15 million under these loan agreements was subsequently forgiven by the State. The remaining loans and related interest are being repaid as scheduled.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**NOTES TO FINANCIAL STATEMENTS
June 30, 2007**

NOTE 6: LONG-TERM OBLIGATIONS, NET (Continued)

(c) Qualified Zone Academy Bonds

Qualified Zone Academy Bonds (QZABs), as created by the Taxpayer Relief Act of 1997, are a unique financing instrument available to public schools meeting certain eligibility requirements as specified in Section 1397E of the Internal Revenue Code. Although, the QZABs have a stated interest rate of 0%, the holder of a QZAB is generally allowed annual federal income tax credits while the debt is outstanding. These credits are intended to compensate the holder for lending money to the issuer and function as "interest" on the debt.

The District has issued QZABs with face amounts totaling approximately \$7.6 million to financial institutions to finance a portion of the cost of certain improvements to lighting systems and heating and air conditioning systems. For purposes of presentation in the District-wide Financial Statement, the face amount of the liabilities have been discounted and reflected at the estimated net present value of future amounts to be repaid using discount rates ranging from 3.47% to 5.25%, which are considered rates commensurate with the level of risk associated with these debt instruments. The resulting discounts are amortized and reflected as interest expense over the life of the QZABs. The District has also recorded the related excess of proceeds over the discounted principal balance as a deferred gain which will be recognized as income over the lives of the QZABs. For the Fund Financial Statements, the excess of proceeds over the discounted principal balance will be recorded as interest expenditures at the maturity of the related QZAB.

The District is required under separate agreements issued concurrently with the QZABs to make mandatory sinking fund payments into restricted accounts maintained at the financial institutions which hold the QZABs. The District is to receive a guaranteed rate of interest on these accounts, which, when combined with the cumulative deposit amounts, is expected to be sufficient to repay the entire face amount of the QZABs at maturity. The balances in these accounts are reflected as restricted assets in the District's financial statements.

(d) Capital Leases

These obligations are comprised of capital leases entered into by the District to finance the acquisition of school buses. These capital leases, which bear interest at rates ranging from 2.84% to 6.96%, are payable in annual installments through 2013.

Long-term liability balances and the related activity for the year ended June 30, 2007, are summarized as follows:

	June 30, 2006 Balance	Additions	Reductions	June 30, 2007	
				Total Balance	Due Within One Year
Long-term Debt					
School bonds:					
\$46,378,560 Construction Bonds	\$ 43,160,000	\$ -	\$ 43,160,000	\$ -	\$ -
\$44,975,874 Refunding Bonds	38,065,000	-	555,000	37,510,000	585,000
\$89,890,000 Construction Bonds	85,740,000	-	1,465,000	84,275,000	1,560,000
\$6,375,000 Refunding Bonds	5,440,000	-	320,000	5,120,000	315,000
\$45,505,000 Refunding Bonds	-	45,505,000	-	45,505,000	45,000
	<u>172,405,000</u>	<u>45,505,000</u>	<u>45,500,000</u>	<u>172,410,000</u>	<u>2,505,000</u>
Deferred bond costs	(392,458)	(1,870,874)	70,827	(2,192,505)	-
Original issue discount	-	(177,342)	3,941	(173,401)	-
	<u>172,012,542</u>	<u>43,456,784</u>	<u>45,425,232</u>	<u>170,044,094</u>	<u>2,505,000</u>

(Continued)

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**NOTES TO FINANCIAL STATEMENTS
June 30, 2007**

NOTE 6: LONG-TERM OBLIGATIONS, NET (Continued)

	June 30, 2006			June 30, 2007	
	Balance	Additions	Reductions	Total Balance	Due Within One Year
Long-term Debt (Continued)					
State of Arkansas loans:					
\$2,000,000 dated March 1998	\$ 1,800,000	\$ -	\$ 100,000	\$ 1,700,000	\$ 100,000
\$3,000,000 dated September 1998	2,850,000	-	150,000	2,700,000	150,000
	<u>4,650,000</u>	<u>-</u>	<u>250,000</u>	<u>4,400,000</u>	<u>250,000</u>
Qualified Zone Academy Bonds:					
\$3,316,132 due May 2011	3,316,132	-	-	3,316,132	-
\$1,404,985 due September 2011	1,404,985	-	-	1,404,985	-
\$689,389 due March 2012	689,389	-	-	689,389	-
\$2,212,252 due July 2021	2,212,252	-	-	2,212,252	-
	<u>7,622,758</u>	<u>-</u>	<u>-</u>	<u>7,622,758</u>	<u>-</u>
Unamortized discount	<u>(1,170,866)</u>	<u>137,725</u>	<u>-</u>	<u>(1,033,141)</u>	<u>-</u>
	<u>6,451,892</u>	<u>137,725</u>	<u>-</u>	<u>6,589,617</u>	<u>-</u>
Capital leases	<u>1,058,865</u>	<u>625,535</u>	<u>425,164</u>	<u>1,259,236</u>	<u>323,283</u>
Total long-term debt	184,173,299	44,220,044	46,100,396	182,292,947	3,078,283
Other Long-term Liabilities					
Compensated absences	<u>1,971,000</u>	<u>1,164,000</u>	<u>1,041,000</u>	<u>2,094,000</u>	<u>1,140,000</u>
	<u>\$ 186,144,299</u>	<u>\$ 45,384,044</u>	<u>\$ 47,141,396</u>	<u>\$ 184,386,947</u>	<u>\$ 4,218,283</u>

The approximate annual debt service requirements of all outstanding long-term debt at June 30, 2007, are as follows:

	In Thousands	
	Principal	Interest
2008	\$ 3,078	\$ 8,951
2009	4,205	8,485
2010	4,311	8,299
2011	7,798	8,826
2012	6,716	8,252
2013 - 2017	25,607	36,251
2018 - 2022	33,962	30,297
2023 - 2027	39,365	21,308
2028 - 2032	49,225	10,657
2033	11,425	583
	<u>185,692</u>	<u>141,909</u>
Unamortized deferred bond costs	(2,193)	2,193
Unamortized original issue discount	(173)	173
Unamortized discounts on QZABs	<u>(1,033)</u>	<u>1,171</u>
	<u>\$ 182,293</u>	<u>\$ 145,446</u>

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**NOTES TO FINANCIAL STATEMENTS
June 30, 2007**

NOTE 7: DESEGREGATION AGREEMENTS AND FUNDING ISSUES

(a) General

During 1982, the District brought litigation in the United States District Court for the Eastern District of Arkansas (the Court) to consolidate the three school districts in Pulaski County, Arkansas, as a desegregation remedy. This was an interdistrict school desegregation case involving complex federal litigation in both trial and appellate courts. The parties to this action subsequently agreed upon appropriate desegregation plans for the three school districts, as well as an interdistrict desegregation plan, with the Court retaining jurisdiction in regard to these desegregation plans.

The litigation resulted in the courts ordering the District to initiate certain desegregation programs, with the Arkansas Department of Education (the ADE) being liable for certain aspects of funding the programs. The parties to this action entered settlement agreements which resolved many of the major funding issues related to the desegregation programs. As directed by the Court, the Magnet Review Committee and the Office of Desegregation Monitoring also were established and were charged with oversight responsibilities in regard to the District's desegregation programs.

During the year ended June 30, 1998, the District submitted to the Court a Revised Desegregation and Education Plan dated January 16, 1998 (the Revised Plan). The Court approved the Revised Plan which replaced the District's previous plan, agreements, and orders of the Court with certain exceptions. The District's basic desegregation obligations under the original desegregation plan remained essentially the same; however, the emphasis moved from racial balance to quality education. The Revised Plan provided, among other things, for the conversion of certain schools to neighborhood schools and the construction of at least two new area elementary schools. Interdistrict schools continued to operate as they did under the original plan with the Court having continuing jurisdiction to address compliance issues for three years.

The Revised Plan provided that if the District met its obligations as required by the conclusion of the 2000-2001 school year, the District could achieve "unitary" status and be released from court supervision. On March 15, 2001, the District filed a compliance report with the Court asserting substantial compliance with the Revised Plan and requested that the Court declare it unitary. After substantial deliberation and consideration of facts and evidence presented, the Court issued an order on September 13, 2002, granting the District partial unitary status and released the District from court supervision over all areas except program assessment and evaluation. The District was given until March 15, 2004, to demonstrate compliance with the provisions of the Revised Plan pertaining to program assessment and evaluation. That order was appealed; however, the Eighth Circuit Court of Appeals affirmed the Court's decision.

On March 15, 2004, the District filed a compliance report with the Court seeking total unitary status on the ground that it had substantially complied with the program assessment and evaluation provisions of the Revised Plan. Following a hearing, the Court ruled that as of June 30, 2004, the District had again failed to meet the program assessment and evaluation requirements of the September 13, 2002 order and imposed an additional compliance remedy. The June 30, 2004 order specified that the District had until October 15, 2006, to file a compliance report documenting compliance with the program assessment and evaluation requirements of the Revised Plan and the additional compliance remedy. The District appealed the June 30, 2004 order; however on June 26, 2006, the Eighth Circuit Court of Appeals affirmed the Court's decision.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

NOTES TO FINANCIAL STATEMENTS

June 30, 2007

NOTE 7: DESEGREGATION AGREEMENTS AND FUNDING ISSUES (Continued)

(a) General (Continued)

The District subsequently filed its compliance report with the Court detailing all measures taken by the District to satisfy the program assessment and evaluation provisions of the Revised Plan and the additional compliance remedy stipulated in the Court's June 30, 2004 order. The District again requested that it be declared unitary and be released from all court supervision and monitoring. Another unitary status hearing was conducted in January 2007, and, on February 23, 2007, the District was declared unitary and released from all further supervision from the Court. The unitary status order from the Court has been appealed. The appeal, which was argued to the Eighth Circuit Court of Appeals on March 13, 2008, has not been decided. The financial impact of this order on the District with respect to State desegregation funding and loans payable, as described in the sections that follow, has not yet been determined but could be significant to the District.

(b) State of Arkansas Desegregation Loans

In relation to the desegregation settlement agreements, the State of Arkansas (the State) loaned the District \$20 million of desegregation funds between July 1989 and September 1998. The loans, evidenced by six promissory notes, were secured by liens in favor of the State on certain new and existing millages. Interest on each note was to begin on the seventh anniversary of the date of the note at the rate of 3% per annum and was to be repaid in twenty equal annual installments beginning seven years after the execution of each respective loan.

During March 2001, the State and the District entered into an agreement under which the State forgave the first \$15 million of desegregation loans and agreed to forgive the remaining balance if the District obtained unitary status before July 1, 2004. Thus, the District recorded a reduction of its liability to the State to reflect this debt forgiveness of the first \$15 million of loans. Although it is the District's position that the requirements for the forgiveness of the remaining \$5 million balance have been met, this balance continues to be included as a liability on the District's financial statements since the Court has not yet ruled definitively in this regard. Until a final determination is made regarding the disposition of these loans, the District will continue to make all related payments as required.

(c) Magnet School Funding

As a part of its desegregation programs, the Court approved a plan whereby the District participates in a "Magnet School" system with a Magnet Review Committee (MRC) having certain monitoring and oversight responsibilities with respect to such schools (the Magnets). Six schools from the District were organized as a separate reporting group under the direction of the MRC, with these schools being jointly funded by the State of Arkansas (the State), the Pulaski County Special School District (PCSSD), the North Little Rock School District (NLRSD) and the District. During the year ended June 30, 2007, the funding level for the Magnets totaled \$7,666 per pupil with the State contributing approximately one-half of the cost and the three school districts sharing the balance based upon their respective average daily membership numbers.

The approximate average daily memberships of the Magnets for the year ended June 30, 2007, were 2,396 for the District, 998 for PCSSD, and 479 for NLRSD. Based upon these average daily memberships, local revenues received by the District from PCSSD and NLRSD for the year ended June 30, 2007, totaled approximately \$5.7 million. The District's portion of the cost, which totaled approximately \$9.2 million, is recorded as an operating transfer from the General Fund to the Magnet

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**NOTES TO FINANCIAL STATEMENTS
June 30, 2007**

NOTE 7: DESEGREGATION AGREEMENTS AND FUNDING ISSUES (Continued)

(c) Magnet School Funding (Continued)

Schools Fund. Related State funding for the year totaled approximately \$14.8 million. Revenue of approximately \$2.7 million recorded in the fund financial statements includes funding related to June 30, 2006, which was recognized as revenue during the year ended June 30, 2007, for fund financial statement purposes while approximately \$1.9 million of funding related to June 30, 2007, was deferred for fund financial statement purposes.

(d) Pooling Agreement

The District and the PCSSD also receive Majority-To-Minority Incentives (M-to-M Payments) from the State in support of the education of all interdistrict school students. In relation to an agreement (the Pooling Agreement) between the District and PCSSD, the parties agreed to "pool" these M-to-M Payments in order to "equalize" the instructional budgets of the interdistrict schools. The District and PCSSD reached an agreement under which the annual liability to be paid by the "owing district" would be limited to \$400,000.

NOTE 8: OPERATING LEASES

The District leases certain equipment and facilities under operating leases. Total lease expense for the year ended June 30, 2007, was approximately \$469,000. The approximate annual future minimum lease payments under noncancellable operating leases are as follows:

2008	\$	371,000
2009		305,000
2010		231,000
2011		225,000
2012		166,000
Thereafter		100,000
	\$	1,398,000

NOTE 9: RETIREMENT PLANS

The District contributes to the Arkansas Teacher Retirement System (ATRS) and the Arkansas Public Employees Retirement System (APERS). Most District employees are required by law to be covered by ATRS except for certain bus drivers, cafeteria workers, and janitors, who are covered by APERS. Both systems are cost-sharing, multiple employer, defined benefit pension plans. Benefits and contribution provisions for both systems are established by State law and can be amended only by the Arkansas General Assembly. Both ATRS and APERS issue a publicly available financial report that includes financial statements and required supplementary information. The reports may be obtained by contacting the respective systems.

Employees covered by the systems have the option to contribute a portion of their salary. Those that choose to contribute to the ATRS plan must contribute 6% of their salary while those who choose to contribute to the APERS plan must contribute 5% of their salary. The District must contribute 14% of eligible payroll for employees covered by ATRS and 4% of eligible payroll for employees covered by APERS. Contributions by or on behalf of the District to the ATRS for the years ended June 30, 2007, 2006, and 2005 were approximately \$21,400,000, \$20,200,000 and \$18,600,000, respectively, and are equal to the required contributions for each year. Contributions by the District to the APERS for the years ended June 30, 2007, 2006, and 2005 were approximately \$101,000, \$107,000, and \$113,000, respectively, and are equal to the required contributions for each year.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**NOTES TO FINANCIAL STATEMENTS
June 30, 2007**

NOTE 10: RISK MANAGEMENT

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees and students; and natural disasters. The District maintains a self-insurance, risk management account within the General Fund to account for and finance its uninsured risks of loss. Under this self-insurance program, the District is responsible for individual losses up to maximum limits, which range from \$5,000 to \$250,000, based on the nature of the loss. The District purchases commercial insurance for claims in excess of amounts paid from the risk management account, and for other risks of loss.

Liabilities for related losses, which are reported when it is probable that a loss has occurred and the amount of the loss can be reasonably estimated, include an amount for claims that have been incurred but not yet reported at year end. The result of the process to estimate the claims liability is not an exact amount as it depends on many complex factors such as inflation, changes in legal doctrines, and damage awards. Accordingly, claims are reevaluated periodically to consider the effects of inflation, recent claim settlement trends, and other economic factors. The estimate of claims liability also includes amounts for incremental claim adjustment expenses related to specific claims and other claim adjustment expenses regardless of whether they are allocated to specific claims.

The District maintains a balance of \$72,000 on deposit with the third-party administrator of the self-insurance program from which claims are paid. The gross estimated claims liability at June 30, 2007, totaled approximately \$315,000, while net claims expense for the year ended June 30, 2007, totaled approximately \$20,500.

NOTE 11: LITIGATION AND CONTINGENCIES

At June 30, 2007, the District is a defendant in various legal actions. Several actions involve claims by former employees asserting discriminatory employment practices. The District intends to vigorously contest those cases which cannot be settled on terms acceptable to the District. Management and legal counsel are of the opinion that the likelihood of a financially material unfavorable outcome is small and, thus, no provision has been made in the financial statements for any potential liabilities.

In addition, the District receives various other federal and state assistance designated for specific purposes that are subject to subsequent review and audit by federal and state agencies. Such audits could result in a request for reimbursement by the federal and state agencies for expenditures disallowed under the terms and conditions of the related grant agreements. In the opinion of the District's management, such disallowances, if any, will not be significant to the District's financial statements.

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**NOTES TO FINANCIAL STATEMENTS
June 30, 2007**

NOTE 12: FELDER ALTERNATIVE LEARNING ACADEMY

As discussed in Note 1(a), the District's financial statements include the activities and balances related to the Felder Alternative Learning Academy (the Academy). The transactions and balances, as of and for the year ended June 30, 2007, attributable to the Academy are presented below. These amounts do not include rent for the building in which the Academy is located, which totaled approximately \$282,000 and was paid directly by Pulaski County, Arkansas.

Revenues and Transfers	
Pulaski County Special School District	\$ 162,000
North Little Rock School District	108,000
State revenues	609,581
Transfers from other District funds	270,000
	<u>1,149,581</u>
Expenditures	
Basic programs	674,548
Exceptional child programs	58,973
Support services - pupils	43,632
Support services - instructional	46,923
School administration	172,190
General administrative	70,889
	<u>1,067,155</u>
Increase in Fund Balance	82,426
Fund Balance, Beginning of Year	(21,281)
Fund Balance, End of Year	<u>\$ 61,145</u>

NOTE 13: LITTLE ROCK PUBLIC EDUCATION FOUNDATION, INC.

The Little Rock Public Education Foundation, Inc. (the Foundation) was established as a non-profit organization under the laws of the State of Arkansas on March 21, 2002, to conduct fundraising activities exclusively for the educational benefit of the District's students and staff. As management believes that the activities and balances of the Foundation are not material to the District's financial statements taken as a whole, such amounts are not reflected therein. Condensed financial information for the Foundation as of, and for the year ended, June 30, 2007, is as follows:

Support and Revenues	<u>\$ 409,226</u>
Expenses	
Grants to the District	71,050
Other expenses	585,460
	<u>656,510</u>
Decrease in Net Assets	(247,284)
Net Assets, Beginning of Year	<u>478,303</u>
Net Assets, End of Year	<u>\$ 231,019</u>

SUPPLEMENTARY INFORMATION

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**
BUDGETARY COMPARISON SCHEDULE - GENERAL FUND
For the Year Ended June 30, 2007

	General Fund - Budgetary Basis		
	Budgeted	Actual	Variance
REVENUES			
Property taxes	\$ 89,467,921	\$ 88,866,207	\$ (601,714)
State revenues	108,361,739	109,766,045	1,404,306
Tuition fees and other	1,603,290	1,817,746	214,456
Interest	1,740,736	2,288,169	547,433
Total revenues	201,173,686	202,738,167	1,564,481
EXPENDITURES			
Instructional services	121,224,044	119,188,201	2,035,843
Instructional support services	23,002,997	23,585,516	(582,519)
Pupil transportation services	14,984,766	14,240,297	744,469
Operation and maintenance of plant	29,001,305	25,906,354	3,094,951
School administration	13,088,966	13,045,463	43,503
General administration	12,123,119	14,643,440	(2,520,321)
Community services	145,000	-	145,000
Capital outlay	2,015,552	2,607,085	(591,533)
Total expenditures	215,585,749	213,216,356	2,369,393
Excess of expenditures over revenues	(14,412,063)	(10,478,189)	3,933,874
OTHER FINANCING SOURCES (USES)			
Operating Transfers In (Out)			
Magnet schools funding	(9,614,975)	(9,186,396)	428,579
Transfer from capital projects fund	770,000	-	(770,000)
Indirect cost transfer	3,562,522	3,049,658	(512,864)
Property tax	18,890,495	19,291,078	400,583
Total other financing sources (uses)	13,608,042	13,154,340	(453,702)
NET CHANGE IN FUND BALANCE	\$ (804,021)	\$ 2,676,151	\$ 3,480,172
RECONCILIATION OF BUDGETARY BASIS TO GAAP			
Increase in Fund Balance - Budgetary Basis		\$ 2,676,151	
Differences between Budgetary and GAAP Basis:			
Property taxes	(351,217)		
State revenues	2,340,522		
Other revenues	1,598,351		
Interest	99,157		
Proceeds from long-term debt	625,535		
Expenditures	2,083,477		
Transfers and other	(4,156,205)		
		<u>2,239,620</u>	
Increase in Fund Balance - GAAP Basis		<u>\$ 4,915,771</u>	

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year Ended June 30, 2007**

	Federal CFDA Number	Expenditures
U.S. DEPARTMENT OF EDUCATION		
Safe and Drug-Free Schools and Communities – Mentoring Program	84.184B	\$ 167,614
Fund for the Improvement of Education	84.215	642,813
Advanced Placement Program	84.330	314,073
Arts in Education	84.351	323,120
Passed through Arkansas Department of Education		
Title I, Grants to Local Educational Agencies:		
Part A	84.010	7,788,136
School Improvement Program	84.010	77,709
Special Education - Grants to States	84.027	5,090,506
Safe and Drug-Free Schools and Communities - State Grants	84.186	218,080
Education for Homeless Children and Youth	84.196	53,581
State Grants for Innovative Programs	84.298	162,012
Charter Schools	84.282	40,000
Twenty-first Century Community Learning Centers	84.287	330,081
Education Technology State Grants	84.318	188,612
Special Education - State Personnel Development	84.323	400
Comprehensive School Reform Demonstration	84.332	142,165
Reading First State Grants	84.357	1,649,058
English Language Acquisition Grants	84.365	106,521
Mathematics and Science Partnerships	84.366	69,388
Improving Teacher Quality State Grants	84.367	1,403,191
Hurricane Education Recovery Act Programs	84.938	20,791
Passed through Arkansas Department of Workforce Education		
Adult Education - State Grant Program	84.002	187,798
Vocational Education - Basic Grants to States	84.048	509,100
Total U.S. Department of Education		<u>19,484,749</u>

(Continued)

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (Continued)
Year Ended June 30, 2007**

	Federal CFDA Number	Expenditures
U.S. DEPARTMENT OF AGRICULTURE		
Passed through Arkansas Department of Education		
School Breakfast Program (1,012,060 units served)	10.553	\$ 1,427,256
National School Lunch Program (2,592,310 units served)	10.555	5,085,130
Passed through Arkansas Department of Human Services		
National School Lunch Program – Commodities	10.555	413,665
Summer Food Service Program for Children (14,922 units served)	10.559	26,433
Total U.S. Department of Agriculture		<u>6,952,484</u>
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES		
Passed through Arkansas Department of Human Services		
Promoting Safe and Stable Families	93.556	25,616
Child Care Mandatory and Matching Funds of the Child Care and Development Fund	93.596	120,785
Foster Care - Title IV-E	93.658	1,962
Social Services Block Grant	93.667	25,753
Total U.S. Department of Health and Human Services		<u>174,116</u>
CORPORATION FOR NATIONAL AND COMMUNITY SERVICE		
Passed through Arkansas Department of Education		
Learn and Serve America - School and Community Based Programs	94.004	<u>7,273</u>
U.S. DEPARTMENT OF THE INTERIOR - NATIONAL PARK SERVICE		
Challenge Cost Share Grant	15.AAT	<u>18,700</u>
Total Expenditures of Federal Awards		<u>\$ 26,637,322</u>

Note: Medicaid reimbursements are defined as contracts for services and not federal awards; therefore such reimbursements, which totaled \$742,055 for the year ending June 30, 2007, are not covered by the reporting requirements of OMB Circular A-133.

**INDEPENDENT AUDITORS' REPORT
ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

The Board of Directors
The Little Rock School District
of Pulaski County, Arkansas
Little Rock, Arkansas

We have audited the financial statements of **THE LITTLE ROCK SCHOOL DISTRICT OF PULASKI COUNTY, ARKANSAS** (the District) as of and for the year ended June 30, 2007, and have issued our report thereon dated May 29, 2008. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the District's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or a combination of control deficiencies, that adversely affects the organization's ability to initiate, authorize, records, process, or report financial data reliably in accordance with generally accepted accounting principles, such that there is more than a remote likelihood that a misstatement of the District's financial statements that is more than inconsequential will not be prevented or detected by the District's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material misstatement of the financial statements will not be prevented or detected by the District's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's basic financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of state and federal laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

The Board of Directors
The Little Rock School District
of Pulaski County, Arkansas
Page Two

This report is intended solely for the information and use of the Board of Directors, management, and all applicable federal and state agencies and is not intended to be, and should not be, used by anyone other than these specified parties.

Thomas & Thomas LLP
Certified Public Accountants

May 29, 2008
Little Rock, Arkansas

**INDEPENDENT AUDITORS' REPORT
ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE
IN ACCORDANCE WITH OMB CIRCULAR A-133**

The Board of Directors
The Little Rock School District
of Pulaski County, Arkansas
Little Rock, Arkansas

Compliance

We have audited the compliance of **THE LITTLE ROCK SCHOOL DISTRICT OF PULASKI COUNTY, ARKANSAS** (the District) with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2007. The District's major federal programs are identified in the summary of auditors' results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts, and grant agreements applicable to each of its major federal programs is the responsibility of the District's management. Our responsibility is to express an opinion on the District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the District's compliance with those requirements.

In our opinion, the District complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2007.

Internal Control over Compliance

The management of the District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grant agreements applicable to federal programs. In planning and performing our audit, we considered the District's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

The Board of Directors
The Little Rock School District
of Pulaski County, Arkansas
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Internal Control over Compliance (Continued)

A control deficiency in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course or performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Board of Directors, management, and all applicable federal and state agencies and is not intended to be, and should not be, used by anyone other than these specified parties.

Thomas & Thomas LLP
Certified Public Accountants

May 29, 2008
Little Rock, Arkansas

**THE LITTLE ROCK SCHOOL DISTRICT
OF PULASKI COUNTY, ARKANSAS**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2007**

Section I - Summary of Auditors' Results

- **Type of Report Issued, Financial Statements**
The auditors' report expresses an unqualified opinion on the basic financial statements.
- **Significant Deficiencies, Financial Statements**
No significant deficiencies were disclosed during the audit of the basic financial statements.
- **Material Noncompliance, Financial Statements**
No instances of noncompliance material to the financial statements were disclosed during the audit.
- **Significant Deficiencies, Major Programs**
No significant deficiencies were disclosed during the audit of the major federal award programs.
- **Type of Report Issued, Compliance**
The auditors' report on compliance for the major federal award programs expresses an unqualified opinion.
- **Audit Findings Under Section 510(a)**
As reported below, there were no audit findings relative to the major federal award programs.
- **Major Programs**
U.S. Department of Education, Reading First State Grants, CFDA #84.357
U.S. Department of Agriculture, School Breakfast Program, CFDA #10.553
U.S. Department of Agriculture, National School Lunch Program, CFDA #10.555
U.S. Department of Agriculture, Summer Food Service Program for Children, CFDA #10.559
- **Threshold between Type A and Type B Programs**
The threshold for distinguishing Types A and B programs was \$799,120.
- **Type of Auditee**
The Little Rock School District of Pulaski County, Arkansas was determined to be a low-risk auditee.

Section II - Financial Statement Findings

- **Significant Deficiencies**
None
- **Significant Deficiencies – Prior Year**
None

Section III – Federal Award Findings and Questioned Costs

- **Significant Deficiencies**
None
- **Significant Deficiencies – Prior Year**
None

BANK RECONCILIATION REPORT

JUNE 30, 2008

BANK RECONCILIATION MONTH - JUNE 2008

Bank Account Name: Operating Account
Bank Account Number: 000073610676

Balance per Bank Statement		5,151,042.56
Add:		
JUN Pcard - Bd	0.00	
JUN Pcard - AF	0.00	
JUN Pcard - FS	0.00	
JUN W/H - Bd	0.00	
JUN W/H - AF	0.00	
JUN W/H - FS	0.00	
Trsf Error	109,815.92	
Total		109,815.92
Deduct:		
O/S Cks	-1,048,942.76	
JUN Pcard	-282,210.13	
Total		-1,331,152.89
Balance per General Ledger:		3,929,705.59



Bank of America



Bank of America, N.A.
P.O. Box 798
Wichita, KS 67201

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LITTLE ROCK SCHOOL DISTRICT
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810 W MARKHAM ST
LITTLE ROCK AR 72201-1306

Customer Service Information
www.bankofamerica.com

For additional information or service, you may call:
1.888.400.9009



Or you may write to:



Bank of America, N.A.
P.O. Box 798
Wichita, KS 67201

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Keep track of your account activity automatically and help prevent fees with free Online Banking Alerts. Alerts can help you prevent fees by notifying you when: Your account balance drops below a level that you set, a direct deposit has been posted to your account, or a check you've written has posted. We can deliver your Alerts either by email or text message to your mobile device (check with your service provider for details on specific fees and charges). Visit Online Banking today to learn more.

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Deposit Accounts

Public Funds Interest Checking

LITTLE ROCK SCHOOL DISTRICT ACCT #1 MAINTENANCE & OPERATING
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Your Account at a Glance

Account Number	0000 7361 0676	Statement Beginning Balance	\$968,021.82
Statement Period	06/01/08 through 06/30/08	Amount of Deposits/Credits	\$92,012,165.32
Number of Deposits/Credits	84	Amount of Withdrawals/Debits	\$87,829,144.58
Number of Withdrawals/Debits	72	Statement Ending Balance	\$5,151,042.56
Number of Days in Cycle	30	Average Ledger Balance	\$5,137,539.33
		Service Charge	\$7,510.86

Interest Information

Amount of Interest Paid	\$6,301.24	Interest Paid Year-to-Date	\$26,984.33
Annual Percentage Yield Earned This Statement Period	1.54%	Withholding Year-to-Date	\$0.00

Deposits and Credits

Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
06/02		7,321,146.80	INVTRN 152159618 517431 Rpoex1 Eff Date: 06-02-08	940606020000707
06/02		4,885,460.18	Wire Type:Wire IN Date: 080602 Time:1259 Et Trn:2008060200206049 Seq:080602026142/003427 Orig:US Bank Safekeeping ID:25061002160600 Snd Bk: U.S. Bank,N.A. ID:042000013 Pmt Det:080602026142 A Ttn: Jean Ring	903706020206049
06/02		1,177,827.13	Deposit	813003720323058
06/02		59,904.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx1934*0500	902551006441470
06/02	0003938143	44.08	Account Transfer Trsf From 000073610692	906806020000524
06/03		2,973,498.00	Wire Type:Wire IN Date: 080603 Time:1106 Et Trn:2008060300129727 Seq:080603007299/000694 Orig:US Bank Safekeeping ID:25061002160600 Snd Bk: U.S. Bank,N.A. ID:042000013 Pmt Det:080603007299 A Ttn Jean Ring	903706030129727
06/03	0003942405	69,910.10	Account Transfer Trsf From 000073610702	906806030000592
06/03	0003944362	8,055.96	Account Transfer Trsf From 000073610702	906806030000591
06/04	0003949288	550.00	Account Transfer Trsf From 000073610702	906806040000742
06/05		196,303.38	State Of Ark Des:Direct Pay ID:05900100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx5156*0590	902556008254684
06/05		33,047.56	Deposit	813003920713003
06/05		316.44	Deposit	813003920713011
06/06		4,381,646.15	INVTRN 336221284 517431 Rpoex1 Eff Date: 06-06-08	940606060000512



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000034:

Deposits and Credits - Continued

Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
06/06		54,750.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx6821*0500	902557002792878
06/09		104,355.68	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx7430*0500	902558005764212
06/09		10,216.80	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx7431*0500	902558005764214
06/09		4,600.00	Deposit	813003420925136
06/09	0003969668	210.00	Account Transfer Trsf From 000073610702	906806090000481
06/10		33,282.89	Deposit	813003720405082
06/10		5,025.20	3801000000000000 Des:Vendor Pay ID:0000000000000000 Indn:Little Rock School Dis Co ID:9102036558 Ccd Pmt Info:Rmr*iv*jrotc**05025.20 Af	902561010370752
06/10		2,061.00	Deposit	813003720318197
06/10		364.00	Deposit	813003820025302
06/10		180.00	Deposit	813003820025300
06/10		112.18	Deposit	813003720405218
06/10	0003976392	5,016.02	Account Transfer Trsf From 000073610692	906806100000586
06/10	0003976398	4.00	Account Transfer Trsf From 000073610692	906806100000585
06/11		9,382,488.31	INVTRN 336224309 517431 Rpoex1 Eff Date: 06-11-08	940606110000533
06/12		2,577,860.80	Wire Type:Wire IN Date: 080612 Time:1314 Et Trn:2008061200176255 Seq:080612015724/001620 Orig:Debra Buckner Pulaski Cou ID:000004331001760 Snd Bk:US Bank Arkansas ID:082000549 Pmt Det:080612015724 Contact Mark Millholland 501-324-2078	903706120176255
06/12		1,574,655.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx3883*0500	902563006425732
06/12		1,540,133.14	Wire Type:Book IN Date:080612 Time:1044 Et Trn:2008061200126704 Sndr Ref:20463408 Orig:Debra Buckner- Treasurer ID:000089477890	903706120126704
06/12	0003984972	130,066.34	Account Transfer Trsf From 000073610702	906806120000731
06/12	0003987692	279.10	Account Transfer Trsf From 000073610692	906806120000730
06/13		3,105,605.83	Wire Type:Wire IN Date: 080613 Time:1424 Et Trn:2008061300210660 Seq:080613020011/002083 Orig:US Bank Safekeeping ID:25061002160600 Snd Bk: U.S. Bank,N.A. ID:042000013 Pmt Det:080613020011 M Aintenance & Operating Acct	903706130210660
06/13		67,142.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx4856*0500	902564010608204
06/13		19,235.60	Deposit	813003920413688
06/13		7,362.26	Deposit	813003920413677
06/13		56.09	Deposit	813003920413675
06/16		8,416,786.00	Wire Type:Wire IN Date: 080616 Time:1346 Et Trn:2008061600199566 Seq:080616018203/002289 Orig:US Bank Safekeeping ID:25061002160600 Snd Bk: U.S. Bank,N.A. ID:042000013 Pmt Det:080616018203 A Ttn Jean	903706160199566
06/16		1,782.09	INVTRN 152167719 517431 Rpoex1 Eff Date: 06-16-08	940606160000644
06/16	0004005906	83,036.56	Account Transfer Trsf From 000073610702	906806160000561

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Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
06/16	0004005950	10,629.60	Account Transfer Trsf From 000073610692	906806160000560
06/17		6,513,382.78	Wire Type:Wire IN Date: 080617 Time:1134 Et Trn:2008061700142561 Seq:080617008802/000924 Orig:US Bank Safekeeping ID:25061002160600 Snd Bk: U.S. Bank,N.A. ID:042000013 Pmt Det:080617008802 M Aintenance & Operation A/C Attn Jean	903706170142561
06/18		27,593.12	Deposit	813003420365739
06/18	0004017569	244,484.96	Account Transfer Trsf From 000073610692	906806180000592
06/18	0004017607	242,578.92	Account Transfer Trsf From 000073610692	906806180000591
06/18	0004017597	195,788.92	Account Transfer Trsf From 000073610692	906806180000590
06/19		399,888.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx0101*0500	902570004444740
06/20		6,581,396.42	INVTRN 336231715 517431 Rpoex1 Eff Date: 06-20-08	940606200000551
06/20		3,614.80	Deposit	813003420581433
06/20		3,406.20	Deposit	813003420581436
06/20	0004038926	14,614.30	Account Transfer Trsf From 000073610731	906806200000683
06/20	0004031910	4,571.12	Account Transfer Trsf From 000073610692	906806200000682
06/23	0004047680	195,787.33	Account Transfer Trsf From 000073610692	906806230000564
06/23	0004047669	799.73	Account Transfer Trsf From 000073610702	906806230000563
06/24		2,392,742.94	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx2786*0500	902575004075327
06/24		1,248.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx2785*0500	902575004075325
06/25		1,706,040.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx3606*0500	902576006971540
06/25		68,628.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx3607*0500	902576006971542
06/25		64,474.38	Deposit	813003420422996
06/25		29,362.52	Deposit	813003420422993
06/25		5,777.26	Deposit	813003420422982
06/26		1,986.00	Deposit	813003420510330
06/26	0000420004	0.10	Arp Check Adjustment Encoding Error - Credit Check # 0000420004 Paid Date 06/25/08	900906260000838
06/27		5,802,105.72	INVTRN 336236820 517431 Rpoex1 Eff Date: 06-27-08	940606270000591
06/27		711,250.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx0946*0500	902578004593558
06/27		703,695.29	Education Des:Gaps ID: 2008062632375 Indn:Little Rock School Dis Co ID:3051036366 Ccd	902578006394223
06/27		219,746.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx0944*0500	902578004593554
06/27		109,283.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx0945*0500	902578004593556
06/27	0004073233	5,726.07	Account Transfer Trsf From 000073610692	906806270000684



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Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
06/27	0004073232	1,342.68	Account Transfer Trsf From 000073610728	906806270000683
06/27	0004073229	129.49	Account Transfer Trsf From 000073610692	906806270000682
06/30		10,001,691.67	INVTRN 336237799 517431 Rpoex1 Eff Date: 06-30-08	940606300000627
06/30		6,032,958.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx3847*0500	902579008195243
06/30		1,247,587.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx3846*0500	902579008195241
06/30		81,320.58	State Of Ark Des:Direct Pay ID:05900100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx3844*0590	902579008195237
06/30		71,631.06	Deposit	813003720429759
06/30		41,569.50	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:8*a*xxxxx3845*0500	902579008195239
06/30		5,797.38	Deposit	813003720429761
06/30		1,415.46	Deposit	813003720429768
06/30	0004080517	13,063.37	Account Transfer Trsf From 000073610731	906806300001184
06/30	0004080489	9,920.66	Account Transfer Trsf From 000073610702	906806300001183
06/30	0004081354	2,429.71	Account Transfer Trsf From 004160970830	906806300001182
06/30	0004080845	29.37	Account Transfer Trsf From 000073610692	906806300001181
06/30		6,301.24	Interest Earned	

Withdrawals and Debits

Other Debits

Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
06/02		4,526,796.59	Wire Type:Book Out Date:080602 Time:0737 Et Trn:2008060200054076 Related Ref:20306055 Bnf:Little Rock School Distric ID:000073610731 Pmt Det:PR06022008	903706020054076
06/02		505,750.35	Summarized Debit	
06/02	0003938672	2,791,549.45	Account Transfer Trsf To 000073610731	906806020000527
06/02	0003938138	62.75	Account Transfer Trsf To 000073610702	906806020000526
06/02	0003938140	19.72	Account Transfer Trsf To 000073610692	906806020000525
06/03		2,959,169.92	IRS Des:Usatapyt ID:270855500875102 Indn:Little Rock School Boa Co ID:3387702000 Ccd	902554011049698
06/03		131,218.38	Summarized Debit	
06/03	0003944367	4,517.34	Account Transfer Trsf To 000073610702	906806030000593
06/04		154,245.84	Wire Type:Wire Out Date:080604 Time:0501 Et Trn:2008060400035748 Service Ref:000255 Bnf:Vrsc Cash ID:8900450339 Bnf Bk:Bank Of New Yo Rk (Utica ID:021000018 Pmt Det:20346758 PR06012008 Little Rock SD Little Rock SD	903706040035748
06/04		175,361.79	Summarized Debit	
06/04		45,586.03	Wire Type:Wire Out Date:080604 Time:0501 Et Trn:2008060400035746 Service Ref:000254 Bnf:Merrill Lynch ID:1011730 Bnf Bk:Mellon Bank NA ID:043000261 Pmt Det:20346755 PR06012008 Little R ock School District Classroom Teachers Assoc 563 0	903706040035746

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Withdrawals and Debits - Continued
Other Debits

Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
06/04		35,796.16	Wire Type:Wire Out Date:080604 Time:0501 Et Trn:2008060400035750 Service Ref:000244 Bnf:AR Teachers Federal Credit ID:4038851 Bnf Bk:T Win City Bank ID:082008732 Pmt Det:20346762 PR0601 2008 Little Rock School District	903706040035750
06/04		22,444.74	Wire Type:Wire Out Date:080604 Time:0502 Et Trn:2008060400035751 Service Ref:000249 Bnf:Ark Education Assoc Fedl C ID:8000282901 Bnf Bk:Regions Bank ID:062005690 Pmt Det:20346763 PR06012008 Little Rock School District	903706040035751
06/04	0003949291	7,500.00	Account Transfer Trsf To 606073610702	906806040060743
06/05		111,406.76	Lr School Dist Des:ACH Offset ID:1716014717 Indn:Lr School Dist Co ID:1716014717 Ccd	902556010060019
06/05		146,381.05	Summarized Debit	
06/06		9,380,000.00	INVTRN 336221322 517431 Rpoex1 Eff Date: 06-06-08	940606060000513
06/06		642,066.69	Summarized Debit	
06/06		79.33	Return Item Chargeback	941606062828216
06/09		16,123.64	Wire Type:Wire Out Date:080609 Time:1402 Et Trn:2008060900181865 Service Ref:002631 Bnf>Select Data Services ID:8009771352 Bnf Bk:Regi Ons Bank ID:082000109 Pmt Det:20416115 We06052008 Lrzd Flexible Spending Accounts	903706090181865
06/09		139,178.13	Summarized Debit	
06/09		10,000.00	Hasler Advance Des:Advance ID:0000088462 Indn:Little Rock School Dis Co ID:1060798198 Ccd	902561006860594
06/10	0003976413	7,426.04	Account Transfer Trsf To 000073610731	906806100000590
06/10		60,424.43	Summarized Debit	
06/10	0003975187	2,425.87	Account Transfer Trsf To 000073610692	906806100000589
06/10	0003976402	851.76	Account Transfer Trsf To 000073610692	906806100000588
06/10	0003976407	0.10	Account Transfer Trsf To 004160970830	906806100000587
06/11		6,580,000.00	INVTRN 336224339 517431 Rpoex1 Eff Date: 06-11-08	940606110000534
06/11		619,145.91	Summarized Debit	
06/12	0003987685	285.00	Account Transfer Trsf To 000073610692	906806120000732
06/12		429,040.72	Summarized Debit	
06/13		342,758.34	Summarized Debit	
06/16		4,628,691.94	Wire Type:Book Out Date:080616 Time:0502 Et Trn:2008061600047473 Related Ref:20500217 Bnf:Little Rock School Distric ID:000073610731 Pmt Det:PR06162008	903706160047473
06/16		296,363.32	Summarized Debit	
06/16		2,791,589.87	Wire Type:Book Out Date:080616 Time:0502 Et Trn:2008061600047475 Related Ref:20500258 Bnf:Little Rock School Distric ID:000073610731 Pmt Det:PR06132008-815	903706160047475
06/16	0004005946	100,000.00	Account Transfer Trsf To 000073610692	906806160000562
06/16		7,510.86	05/08 Acct Analysis Fee	940306160000001
06/17		2,941,934.40	IRS Des:Usatxpymt ID:270856900519629 Indn:Little Rock School Boa Co ID:3387702000 Ccd	902568008051202
06/17		144,820.94	Summarized Debit	



LITTLE ROCK SCHOOL DISTRICT
ACCT #1 MAINTENANCE & OPERATING
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Withdrawals and Debits - Continued
Other Debits

Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
06/17		1,228,064.35	AR Tax Payment Des:Withhldng ID:71601471700 Indn:Little Rock School Dis Co ID:1742843318 Ccd Pmt Info:Txp*71601471700*01101*080501*t*xxxxx0643 5*20080611104702680\	902568009006964
06/18		13,777.40	Wire Type:Wire Out Date:080618 Time:1159 Et Trn:2008061800157366 Service Ref:001886 Bnf>Select Data Services ID:8009771352 Bnf Bk:Regi Ons Bank ID:082000109 Pmt Det:20544262 We06132008 Lrsd Flexible Spending Accounts	903706180157366
06/18		1,870,288.44	Summarized Debit	
06/18		1,428.79	Wire Type:Wire Out Date:080618 Time:0501 Et Trn:2008061800039716 Service Ref:000318 Bnf:Nahga ID:8010149524 Bnf Bk:Norway Savings Bank ID:211274515 Pmt Det:20537589 Attn Nahga Jen Park	903706180039716
06/18	0004017630	54,907.96	Account Transfer Trsf To 000073610692	906806180000593
06/19		154,272.84	Wire Type:Wire Out Date:080619 Time:0501 Et Trn:2008061900036375 Service Ref:000286 Bnf:Vrscs Cash ID:8900450339 Bnf Bk:Bank Of New Yo Rk (Utica ID:021000018 Pmt Det:20556040 PR06162008 Little Rock SD Little Rock SD	903706190036375
06/19		356,558.32	Summarized Debit	
06/19		45,490.93	Wire Type:Wire Out Date:080619 Time:0501 Et Trn:2008061900036374 Service Ref:000313 Bnf:Merrill Lynch ID:1011730 Bnf Bk:Mellon Bank NA ID:043000261 Pmt Det:20555978 PR06162008 Little R Ock School District Classroom Teachers Assoc 563 0	903706190036374
06/19		35,611.16	Wire Type:Wire Out Date:080619 Time:0501 Et Trn:2008061900036385 Service Ref:000287 Bnf:AR Teachers Federal Credit ID:4038851 Bnf Bk:T Win City Bank ID:082008732 Pmt Det:20556097 PR0616 2008 Little Rock School District	903706190036385
06/19		22,801.74	Wire Type:Wire Out Date:080619 Time:0501 Et Trn:2008061900036396 Service Ref:000288 Bnf:Ark Education Assoc Fedl C ID:8000282901 Bnf Bk:Regions Bank ID:062005690 Pmt Det:20556137 PR06162008 Little Rock School District	903706190036396
06/19		111,301.76	Lr School Dist Des:ACH Offset ID:1716014717 Indn:Lr School Dist Co ID:1716014717 Ccd	902570006048695
06/20		5,800,000.00	INVTRN 336231726 517431 Rpoex1 Eff Date: 06-20-08	940606200000552
06/20		4,293,516.19	Summarized Debit	
06/20		5,800,000.00	Wire Type:Wire Out Date:080620 Time:1221 Et Trn:2008062000176010 Service Ref:002779 Bnf:Safekeeping/Money Center C ID:25061002160600 Bnf Bk:U.S. Bank,N.A. ID:042000013 Pmt Det:2058638 3 Safekeeping/Money Center Clearing Account	903706200176010
06/20		10,094.00	AR Sales Tax Pay Des:excise ID:5047979001 Indn:Little Rock School Dis Co ID:1742843318 Ccd Pmt Info:Txp*005047979001*04020*080501*t*00010094 00\	902571008150400
06/20		10,000.00	Hasler Advance Des:Advance ID:0000088462 Indn:Little Rock School Dis Co ID:1060798198 Ccd	902571009450168
06/20	0004031907	182,344.60	Account Transfer Trsf To 000073610731	906806200000685
06/20	0004038931	3,726.08	Account Transfer Trsf To 000073610692	906806200000684

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Withdrawals and Debits - Continued
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Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
06/23		21,793.97	Wire Type:Wire Out Date:080623 Time:1447 Et Trn:2008062300205496 Service Ref:003023 Bnf>Select Data Services ID:8009771352 Bnf Bk:Regi Ons Bank ID:082000109 Pmt Det:20610446 We06202008 Lrsd Flexible Spending Accounts	903706230205496
06/23		1,919,863.76	Summarized Debit	
06/23	0004047664	16,602.01	Account Transfer Trsf To 000073610692	906806230000565
06/24		41,214.60	Summarized Debit	
06/25		44,407.70	IRS Des:Usataxpymt ID:270857700229842 Indn:Little Rock School Boa Co ID:3387702000 Ccd	902576007147359
06/25		214,633.02	Summarized Debit	
06/26		57,347.65	Summarized Debit	
06/27		10,000,000.00	INVTRN 336236822 517431 Rpoex1 Eff Date: 06-27-08	940606270000592
06/27		663,866.83	Summarized Debit	
06/27		80.00	Return Item Chargeback	941606270510346
06/30		13,500,000.00	INVTRN 337064599 517431 Cdpex2 Eff Date: 06-30-08	940606300000067
06/30		18,685.81	Wire Type:Wire Out Date:080630 Time:1603 Et Trn:2008063000331864 Service Ref:007852 Bnf>Select Data Services ID:8009771352 Bnf Bk:Regi Ons Bank ID:082000109 Pmt Det:20725718 We06272008 Lrsd Flexible Spending Accounts	903706300331864
06/30		568,904.44	Summarized Debit	
06/30	0004075744	8,258.83	Account Transfer Trsf To 000073610692	906806300001186
06/30	0004079751	777.24	Account Transfer Trsf To 000073610692	906806300001185

Daily Ledger Balances

Date	Balance (\$)	Date	Balance (\$)	Date	Balance (\$)
06/01	968,021.82	06/11	2,602,868.91	06/23	929,966.23
06/02	6,588,225.15	06/12	7,996,537.57	06/24	3,282,742.57
06/03	6,544,783.57	06/13	10,853,181.01	06/25	4,897,984.01
06/04	6,104,399.01	06/16	11,541,259.27	06/26	4,842,622.46
06/05	6,076,278.58	06/17	13,739,822.36	06/27	1,731,953.88
06/06	490,528.71	06/18	12,509,865.69	06/30	5,151,042.56
06/09	444,609.42	06/19	12,183,716.94		
06/10	419,526.51	06/20	2,691,638.91		

BANK RECONCILIATION REPORT

NOVEMBER 30, 2008

BANK RECONCILIATION MONTH - NOVEMBER 2008

Bank Account Name: Operating Account
Bank Account Number: 000073610676

Balance per Bank Statement	2,512,952.17
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Add:

NOV Pcard - Bd	1,215.53
NOV Pcard - AF	64,585.74
NOV Pcard - FS	1,093.35
NOV W/H - Bd	0.00
NOV W/H - AF	1,909.11
NOV W/H - FS	518.75

Trsf Error	1,145.23
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Total	70,467.71
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Deduct:

O/S Cks	-2,378,556.50
NOV Pcard	-379,851.51
Trsf Error	-15,855.38

Total	-2,774,263.39
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Balance per General Ledger:	-190,843.51
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Bank of America



Bank of America, N.A.
P.O. Box 798
Wichita, KS 67201

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LITTLE ROCK SCHOOL DISTRICT
ACCT #1 MAINTENANCE & OPERATING
FUND
810 W MARKHAM ST
LITTLE ROCK AR 72201-1306

Customer Service Information www.bankofamerica.com



For additional information or service, you may call:
1.888.400.9009



Or you may write to:
Bank of America, N.A.
P.O. Box 798
Wichita, KS 67201

Deposit Accounts

Public Funds Interest Checking

LITTLE ROCK SCHOOL DISTRICT ACCT #1 MAINTENANCE & OPERATING
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Your Account at a Glance

Account Number	0000 7361 0676	Statement Beginning Balance	\$5,625,187.10
Statement Period	11/01/08 through 11/30/08	Amount of Deposits/Credits	\$33,473,084.40
Number of Deposits/Credits	86	Amount of Withdrawals/Debits	\$36,585,319.33
Number of Withdrawals/Debits	53	Statement Ending Balance	\$2,512,952.17
Number of Days in Cycle	30	Average Ledger Balance	\$2,994,901.80
		Service Charge	\$6,218.46

Interest Information

Amount of Interest Paid	\$804.10	Interest Paid Year-to-Date	\$38,995.32
Annual Percentage Yield Earned This Statement Period	0.33%	Withholding Year-to-Date	\$0.00

LITTLE ROCK SCHOOL DISTRICT
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Deposits and Credits

Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
11/04		1,930.00	Deposit	813003820468661
11/05		960.00	Deposit	813004120885843
11/05		584.00	Deposit	813004120910690
11/05		15.42	Deposit	813004120910688
11/06		2,501,284.03	INVTRN 336337301 517431 Rpoex1 Eff Date: 11-06-08	940611060000736
11/06		8,151.00	Deposit	813003420280740
11/07		1,266,312.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:9*a*xxxxx2696*0500	902511003076611
11/07		65,072.00	State Of Ark Des:Direct Pay ID:05900100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:9*a*xxxxx2695*0590	902511003076609
11/07		182.00	Deposit	813003420466087
11/10		6,444.84	Deposit	813004120285161
11/10		5,022.20	3801000000000000 Des:Vendor Pay ID:00000000000000 Indn:Little Rock School Dis Co ID:9102036558 Ccd Pmt Info:Rmr*iv*jrotc**05022.20 Af	902512007579792
11/10		1,599.36	Deposit	813004120285143
11/10		1,301.00	Deposit	813003820042331
11/10		800.00	Deposit	813003820042392
11/12		1,926,270.10	Wire Type:Wire IN Date: 081112 Time:1403 Et Trn:2008111200290613 Seq:081112023190/002301 Orig:Debra Buckner Pulaski Cou ID:000004331001760 Snd Bk:US Bank Arkansas ID:082000549 Pmt Det:081112023190 Contact Mark Millholland 501-324-2078	903711120290613
11/12		18,932.64	Deposit	813003820290072
11/12		2,290.00	Deposit	813003820290061
11/12		279.75	Deposit	813003820290063
11/12	0004993618	47,889.30	Account Transfer Trsf From 000073610702	906811120001078
11/12	0004993632	2,498.48	Account Transfer Trsf From 000073610702	906811120001077
11/12	0004993651	1,053.77	Account Transfer Trsf From 000073610702	906811120001076
11/12	0004993623	1,031.45	Account Transfer Trsf From 000073610692	906811120001075
11/12	0004993638	465.13	Account Transfer Trsf From 000073610692	906811120001074
11/12	0004993655	426.64	Account Transfer Trsf From 000073610692	906811120001073
11/12	0004993613	424.17	Account Transfer Trsf From 000073610731	906811120001072
11/12	0004993583	150.66	Account Transfer Trsf From 000073610731	906811120001071
11/12	0004993645	144.65	Account Transfer Trsf From 000073610692	906811120001070
11/12	0004993589	24.62	Account Transfer Trsf From 004160970830	906811120001069
11/13		4,800,877.33	INVTRN 336342774 517431 Rpoex1 Eff Date: 11-13-08	940611130000715
11/13		3,421.00	Deposit	813004120728455
11/13		1,043.00	Deposit	813003720835166
11/13		940.00	Deposit	813003720801416
11/13		316.00	Deposit	813003720827787
11/13		300.00	Deposit	813003720835169
11/13		250.00	Ark Fcu Des:ACH Transf ID:71-6014717 Indn:Lr School District Co ID:1710292056 Ccd	902517011569765
11/14		344,105.89	Education Des:Gaps ID: 2008111347402 Indn:Little Rock School Dis Co ID:3051036366 Ccd	902518006420357
11/14	0005009488	2,600,000.00	Account Transfer Trsf From 004161435879	906811140000516
11/14	0005005000	61,539.25	Account Transfer Trsf From 000073610702	906811140000515
11/17	0005016822	750,000.00	Account Transfer Trsf From 000073610728	906811170000544
11/18		6,880.07	Deposit	813003420434214



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Deposits and Credits - Continued

Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
11/18		960.00	Deposit	813004120386732
11/18		296.00	Deposit	813004120386734
11/18		75.00	Deposit	813003420434210
11/18	0005022912	3,100,000.00	Account Transfer Trsf From 000073610728	906811180000578
11/18	0005020976	246,064.34	Account Transfer Trsf From 000073610692	906811180000577
11/18	0005020971	32,836.79	Account Transfer Trsf From 000073610728	906811180000576
11/18	0005020964	25,308.00	Account Transfer Trsf From 000073610728	906811180000575
11/19		6,739.26	Deposit	813004120568756
11/19		5,000.00	Deposit	813004120568761
11/19		2,811.00	Deposit	813004120569246
11/19		2,018.00	State Of Ark Des:Direct Pay ID:05900100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:9*a*xxxxx2612*0590	902523008186689
11/19		900.00	Deposit	813004120569244
11/20		1,048.00	Deposit	813004120711956
11/20		615.00	Deposit	813003120483106
11/20		339.00	Deposit	813003420734121
11/20		240.00	Deposit	813004120711958
11/20		115.77	Deposit	813004120728703
11/20		60.00	Ark Fcu Des:ACH Transf ID:71-6014717 Indn:Lr School District Co ID:1710292056 Ccd	902524004507489
11/20		50.00	Deposit	813004120735703
11/20		49.81	Deposit	813004120735706
11/20		40.00	Deposit	813004120728705
11/20		37.84	Deposit	813004120735701
11/20		13.00	Deposit	813004120728707
11/20		12.88	Deposit	813004120711962
11/20		11.14	Deposit	813004120711960
11/21		292.00	Deposit	813003920172614
11/21	0005036231	3,305.86	Account Transfer Trsf From 000073610692	906811210000649
11/21	0005040832	532.02	Account Transfer Trsf From 000073610702	906811210000648
11/24		7,210,052.49	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:9*a*xxxxx8297*0500	902526010895069
11/24		742,106.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:9*a*xxxxx8298*0500	902526010895071
11/24		760.00	Deposit	813003820470153
11/24		576.00	Deposit	813003820470283
11/24		112.00	Deposit	813003120503198
11/25	0005050214	768,657.32	Account Transfer Trsf From 000073610728	906811250000892
11/25	0005049611	642,498.46	Account Transfer Trsf From 000073610692	906811250000891
11/25	0005049230	17,197.22	Account Transfer Trsf From 000073610731	906811250000890
11/26		2,568.00	Deposit	813003920433771
11/26		512.00	Deposit	813003920431549
11/26		48.00	Deposit	813003920468947
11/26	0005057764	172,180.00	Account Transfer Trsf From 000073609933	906811260001105
11/28		5,842,277.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:9*a*xxxxx7744*0500	902531006888554
11/28		187,438.00	State Of Ark Des:Direct Pay ID:05000100036425 Indn:Little Rock School Dis Co ID:xxxxx0002 Ppd Pmt Info:9*a*xxxxx7745*0500	902531006888556
11/28		21,814.44	Deposit	813003820799461

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Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
11/28		2,500.00	Deposit	813003820799487
11/28		0.91	Deposit	813003820799480
11/28		804.10	Interest Earned	

**Withdrawals and Debits
 Checks**

Check Number	Amount (\$)	Date Posted	Bank Reference	Check Number	Amount (\$)	Date Posted	Bank Reference
425111	406.36	11/19	813006192601546	425777*	90.00	11/19	813006192599282
425687*	3,150.00	11/19	813006192582936				

* Gap in sequential check numbers.

Other Debits

Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
11/03		1,361,861.49	IRS Des:Usatxpymt ID:270870800019934 Indn:Little Rock School Boa Co ID:3387702000 Ccd	902505002694459
11/03		146,941.77	Summarized Debit	
11/04		60,252.00	Summarized Debit	
11/05		146,148.65	Wire Type:Wire Out Date:081105 Time:0502 Et Trn:2008110500034243 Service Ref:000559 Bnf:Vrsco Cash ID:8900450339 Bnf Bk:The Bank Of Ne W York ME ID:021000018 Pmt Det:22517516 PR10312008 Little Rock SD Little Rock SD	903711050034243
11/05		106,771.86	Summarized Debit	
11/05		62,127.74	Wire Type:Wire Out Date:081105 Time:0502 Et Trn:2008110500034242 Service Ref:000563 Bnf:Merrill Lynch ID:1011730 Bnf Bk:The Bank Of Ne W York ME ID:043000261 Pmt Det:22517511 PR10312008 Little Rock School District Classroom Teachers As	903711050034242
11/05		35,407.16	Wire Type:Wire Out Date:081105 Time:0502 Et Trn:2008110500034251 Service Ref:000566 Bnf:AR Teachers Federal Credit ID:4038851 Bnf Bk:T Win City Bank ID:082008732 Pmt Det:22517525 PR1031 2008 Little Rock School District	903711050034251
11/05		24,071.38	Wire Type:Wire Out Date:081105 Time:0502 Et Trn:2008110500034247 Service Ref:000562 Bnf:Ark Education Assoc Fedl C ID:8000282901 Bnf Bk:Regions Bank ID:062005690 Pmt Det:22517520 PR10312008 Little Rock School District	903711050034247
11/05		107,100.20	Lr School Dist Des:ACH Offset ID:1716014717 Indn:Lr School Dist Co ID:1716014717 Ccd	902509005849274
11/06		4,800,000.00	INVTRN 336337325 517431 Rpoex1 Eff Date: 11-06-08	940611060000737
11/06		116,136.70	Summarized Debit	
11/06		35.00	Wire Type:Wire Out Date:081106 Time:1420 Et Trn:2008110600189645 Service Ref:006559 Bnf:Little Rock School Distric ID:0075844530 Bnf Bk:Compass Bank ID:113010547 Pmt Det:22548465 Attn Kathy Bryant	903711060189645



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Withdrawals and Debits - Continued Other Debits

Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
11/07		272,508.76	Summarized Debit	
11/10		234,273.63	Summarized Debit	
11/12	0004993604	362.46	Account Transfer Trsf To 000073610731	906811120001079
11/12		122,361.08	Summarized Debit	
11/13	0005003707	110,681.35	Account Transfer Trsf To 000073610692	906811130000859
11/13		180,673.81	Summarized Debit	
11/14		19,677.01	Wire Type:Wire Out Date:081114 Time:1416 Et Trn:2008111400214098 Service Ref:007624 Bnf>Select Data Services ID:8009771352 Bnf Bk:Regi Ons Bank ID:082000109 Pmt Det:22653514 We11062008 Lrsd Flexible Spending Accounts	903711140214098
11/14		305,850.04	Summarized Debit	
11/14		11,761.35	Wire Type:Wire Out Date:081114 Time:1415 Et Trn:2008111400213697 Service Ref:007318 Bnf>Select Data Services ID:8009771352 Bnf Bk:Regi Ons Bank ID:082000109 Pmt Det:22653474 We11132008 Lrsd Flexible Spending Accounts	903711140213697
11/14	0005005004	4,633,205.77	Account Transfer Trsf To 000073610731	906811140000517
11/17		1,850,585.33	IRS Des:Usatxpymt ID:270872200743518 Indn:Little Rock School Boa Co ID:3387702000 Ccd	902519008494331
11/17		1,968,912.20	Summarized Debit	
11/17		1,024,599.81	AR Tax Payment Des:Withhldng ID:71601471700 Indn:Little Rock School Dis Co ID:1742843318 Ccd Pmt Info:Txp*71601471700*01101*081001*t*xxxxx5998 1*20081110140209195\	902519009560077
11/17		6,218.46	10/08 Acct Analysis Fee	940311170000001
11/18	0005020955	246,064.34	Account Transfer Trsf To 000073610692	906811180000579
11/18		55,915.17	Summarized Debit	
11/19		40,565.01	Summarized Debit	
11/19		146,029.15	Wire Type:Wire Out Date:081119 Time:0502 Et Trn:2008111900033851 Service Ref:000508 Bnf:Vrsco Cash ID:8900450339 Bnf Bk:The Bank Of Ne W York ME ID:021000018 Pmt Det:22695624 PR11142008 Little Rock SD Little Rock SD	903711190033851
11/19		62,441.91	Wire Type:Wire Out Date:081119 Time:0502 Et Trn:2008111900034775 Service Ref:000510 Bnf:Merrill Lynch ID:1011730 Bnf Bk:The Bank Of Ne W York ME ID:043000261 Pmt Det:22695618 PR11142008 Little Rock School District Classroom Teachers As	903711190034775
11/19		35,752.16	Wire Type:Wire Out Date:081119 Time:0502 Et Trn:2008111900033865 Service Ref:000497 Bnf:AR Teachers Federal Credit ID:4038851 Bnf Bk:T Win City Bank ID:082008732 Pmt Det:22695629 PR1114 2008 Little Rock School District	903711190033865
11/19		24,088.88	Wire Type:Wire Out Date:081119 Time:0502 Et Trn:2008111900033868 Service Ref:000509 Bnf:Ark Education Assoc Fedl C ID:8000282901 Bnf Bk:Regions Bank ID:062005690 Pmt Det:22695641 PR11142008 Little Rock School District	903711190033868
11/19		106,212.66	Lr School Dist Des:ACH Offset ID:1716014717 Indn:Lr School Dist Co ID:1716014717 Ccd	902523010469358

LITTLE ROCK SCHOOL DISTRICT
 ACCT #1 MAINTENANCE & OPERATING
 FUND

Page 6 of 7
 Statement Period
 11/01/08 through 11/30/08
 E0 P PA 0A 96
 Enclosures 0
 Account Number 0000 7361 0676

Withdrawals and Debits - Continued
Other Debits

Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
11/20		2,492.00	AR Sales Tax Pay Des:excise ID:5047979001 Indn:Little Rock School Dis Co ID:1742843318 Ced Pmt Info:Txp*005047979001*04020*081001*t*00002492 00\	902524003951978
11/20		3,890,271.26	Summarized Debit	
11/21		25,045.24	Wire Type:Wire Out Date:081121 Time:1710 Et Trn:2008112100265442 Service Ref:010741 Bnf:Select Data Services ID:8009771352 Bnf Bk:Regi Ons Bank ID:082000109 Pmt Det:22753891 Wel11212008 Lrzd Flexible Spending Accounts	903711210265442
11/21		94,075.84	Summarized Debit	
11/21		311.86	Wire Type:Wire Out Date:081121 Time:1332 Et Trn:2008112100182426 Service Ref:005943 Bnf:Nahga ID:8010149524 Bnf Bk:Norway Savings Bank ID:211274515 Pmt Det:22745585 Attn Nahga Jen Park	903711210182426
11/21	0005036229	51,528.36	Account Transfer Trsf To 000073610731	906811210000651
11/21	0005040829	171.02	Account Transfer Trsf To 000073610702	906811210000650
11/24		6,000,000.00	INVTRN 336353840 517431 Rpoex1 Eff Date: 11-24-08	940611240000714
11/24		457,883.79	Summarized Debit	
11/24		150.00	Return Item Chargeback	941611242062656
11/25	0005050211	750,000.00	Account Transfer Trsf To 000073610728	906811250000894
11/25		191,456.70	Summarized Debit	
11/25	0005049619	116,743.38	Account Transfer Trsf To 000073610702	906811250000893
11/26		45,832.31	Summarized Debit	
11/28		5,800,000.00	INVTRN 336359303 517431 Rpoex1 Eff Date: 11-28-08	940611280000483
11/28		230,116.92	Summarized Debit	

Daily Ledger Balances

Date	Balance (\$)	Date	Balance (\$)	Date	Balance (\$)
11/01	5,625,187.10	11/12	3,390,366.43	11/21	493,033.33
11/03	3,616,383.84	11/13	7,906,158.60	11/24	1,988,606.03
11/04	3,558,061.84	11/14	5,941,309.57	11/25	2,358,758.95
11/05	3,077,994.27	11/17	1,840,993.77	11/26	2,488,234.64
11/06	671,257.60	11/18	4,951,434.46	11/28	2,512,952.17
11/07	1,730,314.84	11/19	4,550,166.59		
11/10	1,511,208.61	11/20	660,035.77		



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

State Board
of Education

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
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Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

February 26, 2009

Via Facsimile

Dr. James Young, Director
School of Excellence
703 N. Division Street
Humphrey, AR 72073

Re: Notice of State Board Meeting

Dear Dr. Young:

This letter is to inform you that your request for a hearing regarding School of Excellence will be considered at the State Board of Education's meeting on **Monday, March 16, 2009**. The meeting is scheduled to begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building at Four Capitol Mall in Little Rock, AR.

As per our phone conversation on Tuesday, February, 24, 2009, any information or documents that support your request must be delivered to the Public Charter Schools Office **no later than 12:00 noon on Tuesday, March 3, 2009.**

Please ensure that you have all necessary personnel in attendance in order to address any questions from the Arkansas State Board of Education concerning your request.

Please feel free to contact the Charter School Office at (501) 683-5313, should you have any questions.

Sincerely,

Mary Ann D. Brown, Ed.D.
Program Director, Charter Schools

MB/ms

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

c/c: Dr. Diana Julian, Deputy Commissioner
Jeremy C. Lasiter, General Counsel

School of Excellence
703 North Division Street
Humphrey, AR 72073
Proposal to add lower grades

RECEIVED
MAR 03 2009
CHARTER SCHOOL OFFICE

The superintendent, board of directors, faculty and staff of the School of Excellence are all in agreement that it is in the best interest of the school to add the lower grades along with the higher grades to our district. We are asking the State Board of Education to amend our charter so that we may add the fifth grade next year, the fourth grade for the 2010-2011 school year, and so on until our charter is complete. The main reason that we have seen a need for such a change is because we would like to begin their education on a rigorous course earlier, and thus eliminate much of the remediation that is needed when they have missed crucial steps in the lower grades. Much of the learning process is developed prior to the sixth grade. We feel that we can better help students perfect their learning skills if we condition them at an earlier age. This vital component has already been presented to the state board by the KIPP Delta Charter School in October of 2008. KIPP explained that many students "must play catch up" since they are not accustomed to the rigorous instructions in the charter schools.

Our charter is to focus on a global economy and specialize in foreign languages. The understanding that children learn foreign languages easier, faster, and more thorough when they begin at the elementary level is unopposed by educational specialists. It has been proven that older students have difficulty storing new languages in long term memory due to the other avenues already produced within the brain. Of course, this does not mean that it cannot be done, but it would be much more conducive to the learning process if we could begin in the lower grades. According to experts, introducing children to foreign languages should begin as early as possible. For a child, the advantages and benefits of learning multiple languages at an early age are extremely valuable and continue long into adulthood. Young children who learn second languages often score higher on standardized tests, such as the SAT. Since 50% of the verbal portions of the SAT tests measure a child's knowledge of root words, studying Latin based languages gives a child a tremendous start building the inventory of root words they will need to achieve high SAT scores.

There are many benefits to starting foreign language at an elementary school level. Children in that age group who study a foreign language have been shown to have greater mental flexibility, creativity, divergent thinking skills, and higher-order thinking skills, as well as improved listening skills and memories. Strictly from a logical point of view, beginning a foreign language earlier would allow for a longer sequence of instruction, increasing the likelihood that a child would achieve true proficiency in a

language or any other subject taught. If a child starts earlier, he or she has the opportunity to master the complex grammar structures and achieve true proficiency in a way that is simply not possible after their minds have been preprogrammed.

Facilities:

The School of Excellence consists of three large modular buildings that have two 24' x 32' rooms in each. This year the sixth grade changed rooms by a bell schedule when the upper grades changed their classes. The plan for next year is to use one of the two room buildings as an elementary building and the other two buildings for the middle school. The front left building would house the 5th /6th science and math in the front classroom, and the literacy and social studies in the back classroom. This would leave the other two buildings with two rooms each for the upper level studies. Since there will be four grade levels, each grade will have an appropriate classroom for their studies. We plan on building a small new building on our land that will be used for an office and storage. We will continue with the modular buildings until our lease is up in 2011. At that point we have plans for a permanent structure.

Demographics:

This year our student body was 76% free and reduced lunches. According to the Census 2000 the per capita income in 1999 was \$12,517 in Humphrey, AR, compared to \$21,587 in the United States.

Census 2000 economic characteristics of Humphrey, Arkansas

- 23.7% of families were below poverty level.
- 22.9% of individuals were below poverty level.
- 12% have less than a 9th grade education.
- 22.5% have a 9-12th grade education with no diploma.
- 45% have a high school graduate (or equivalent) education.
- 11.3% have some college with no degree.

The environment is rural agricultural delta. Due to recent consolidation of rural schools, many children are bused to distant schools from several surrounding communities. These bus rides are up to 1 1/2 hours one way to school.

Arkansas County Census 2000 showed the following racial/ethnic composition:

- 75.2% white
- 23.4% black
- 2.0% American Indian/Alaska Native
- .4% Asian
- .2% other race.

The 2000 census for Humphrey showed the following racial/ethnic composition:

- 57.8% white
- 40.4% black
- .1% American Indian/Alaska Native
- .9% Hispanic/Latino
- .1% other race.

The 2000 census for Humphrey showed the following languages:

- 97.2% of population 5 years and over speak English only
- 2.8% speak a language other than English (.7% Spanish, 1.7% Indo-European languages, .3% Asian and Pacific Island languages).

The 2000 census for Humphrey showed the following social characteristics:

- 160 students in elementary grades 1-8
- 67 students in high school grades 9-12
- 30% grandparents responsible for grandchildren under age 18 years of age
- 17.2% below poverty are married-couple families with children under 18 years
- 51.2% below poverty are families with female householder, no husband present with children under 18 years
- 6.8% of population 5-20 years have a disability

Proposed schedule for 5th grade students.

7:30 – 7:55	Breakfast and morning prep
8:00 – 9:30	Reading
9:30 – 10:30	Writing
10:30 – 11:00	Spanish
11:00 - 11:30	Lunch
11:30 – 12:00	Mathematics
12:00 – 12:30	P.E.
12:30 – 1:30	Art
1:30 – 2:00	Social Studies
2:00 – 3:00	Science (integrated writing)
3:00 – 3:30	Tutoring

Proposed curriculum:

The curriculum for fifth and sixth grade will focus on remediating and mastering previous learned skills as well as new skills taught. Teachers will focus on developing cross-discipline learning through team planning and collaboration among the grade level teachers. This type of cross-disciplinary learning can help students formulate a more comprehensive view of the world, using their knowledge and skills to understand the available facts.

5th Grade

SOCIAL STUDIES

Textbook: The United States: Making A New Nation (Harcourt)

During this course, teachers will cover information as it pertains to the Arkansas Department of Education's state curriculum frameworks. The criteria will be arranged into nine different units of study. These units and the approximate timeline are listed below:

First Quarter

- Geography
- The Constitution

Second Quarter

- Native America
- Explorers
- The Colonies

Third Quarter

- The American Revolution
- The Civil War

Fourth Quarter:

- Westward Expansion
- Economics

SCIENCE

Textbook: Scott Foresman-Arkansas Edition

During this course, teachers will cover information as it pertains to the Arkansas Department of Education's state curriculum frameworks. The curriculum for this course will be arranged into eight different units that will be covered throughout the year. These units and the approximate timeline are listed below:

First Quarter

- The Natural World
- Cells

Second Quarter

- Ecosystems

Third Quarter

- Matter
- Simple Machines

Fourth Quarter:

- Earth and Space
- Scientific Thinkers of the Past

MATH

Textbook: Scott Foresman-Addison Wesley Mathematics

During this course, teachers will cover information as it pertains to the Arkansas Department of Education's state curriculum frameworks. The curriculum for this course will be arranged into eight different units that will be covered throughout the year. These units and the approximate timeline are listed below:

First Quarter

- Number Operations
- Problem Solving

Second Quarter

- Fractions and Decimals
- Order of Operations
- Algebraic Reasoning

Third Quarter

- Geometry
- Probability

Fourth Quarter:

- Measurement

LANGUAGE ARTS

Textbook: Houghton Mifflin English, Houghton Mifflin Spelling and Vocabulary

During this course, teachers will cover information as it pertains to the Arkansas Department of Education's state curriculum frameworks. The language arts program will consist of several areas of focus: 1) The Process of Writing, 2) Reading Fluency and Comprehension, 3) Oral and Visual Communication, and 4) Inquiry and Research. Teachers will use mini-lessons from the book *Razzle Dazzle Writing: Achieving Success Through 50 Target Skills* by Melissa Forney. These mini-lessons will be implemented to help improve student's writing skills as well as improving student's creative writing skills. Teachers will also implement the *Four Squares Writing Method* to help increase students writing comprehension and prepare for the Benchmark Exam.

The units and the approximate timeline for 5th grade Language Arts are listed below:

First Quarter

- Pre-writing, Drafting, Revising, Editing, and Publishing Written Work
- Strategies for Reading Comprehension
 - Word Study (Vocabulary and Spelling)

- Fluency

Second Quarter

- Pre-writing, Drafting, Revising, Editing, and Publishing Written Work
- Oral Presentations
- Strategies for Reading Comprehension
 - Word Study (Vocabulary and Spelling)
 - Fluency

Third Quarter

- Pre-writing, Drafting, Revising, Editing, and Publishing Written Work
- Strategies for Reading Comprehension
 - Word Study (Vocabulary and Spelling)
 - Fluency

Fourth Quarter:

- Pre-writing, Drafting, Revising, Editing, and Publishing Written Work
- Oral Presentations
- Strategies for Reading Comprehension
 - Word Study (Vocabulary and Spelling)
 - Fluency

6th Grade

SOCIAL STUDIES

Textbook: The United States: Civil War to Present (Harcourt)

During this course, teachers will cover information as it pertains to the Arkansas Department of Education's state curriculum frameworks. The criteria will be arranged into six different units of study. These units and the approximate timeline are listed below:

First Quarter

- United States Geography and the Civil War
 - People and Geography
 - Nation Divides
 - Civil War and Reconstruction
- Growth and Industries
 - New Frontiers
 - New Industries and People

Second Quarter

- Becoming a Modern Nation
 - Growth and Change
 - World War I
 - Roaring Twenties

Third Quarter

- The Great Depression
 - Great Depression and the New Deal
 - World War II
 - Allies Win the War
- Later 20th Century
 - Years After the War
 - Decades of Change
 - Modern Times

Fourth Quarter:

- United States Today
 - People and Economy
 - People and Government

SCIENCE

Textbook: Houghton Mifflin Science

During this course, teachers will cover information as it pertains to the Arkansas Department of Education's state curriculum frameworks. The criteria will be arranged into ten different units of study. These units and the approximate timeline are listed below:

First Quarter

- Scientific Method
- Plants and Animals/Ecosystems
- Heredity and Reproduction
- Regulation and Behavior

Second Quarter

- Matter
- Motion and Forces

Third Quarter

- Energy
- Earth Structures and Properties

Fourth Quarter:

- Earth's History
- Solar System

MATH

Textbook: Holt Middle School Math Course 1

During this course, teachers will cover information as it pertains to the Arkansas Department of Education's state curriculum frameworks. The criteria will be arranged into twelve different units of study. These units and the approximate timeline are listed below:

First Quarter

- Module 1
 - Whole Numbers and Exponents

- Introduction to Algebra
- Decimals

Second Quarter

- Module 2
 - Number Theory and Fractions
 - Fraction Operations
 - Collecting and Displaying Data

Third Quarter

- Module 3
 - Plane Geometry
 - Ratio, Proportion, and Percent
 - Integers

Fourth Quarter:

- Module 4
 - Perimeter, Area, and Volume
 - Probability
 - Functions and Coordinate Geometry

LANGUAGE ARTS

Textbook: The United States: Civil War to Present (Harcourt)

During this course, teachers will cover information as it pertains to the Arkansas Department of Education's state curriculum frameworks. The language arts program will consist of several areas of focus: 1) The Process of Writing, 2) Reading Fluency and Comprehension, 3) Oral and Visual Communication, and 4) Inquiry and Research. Teachers will use mini-lessons from the book *Razzle Dazzle Writing: Achieving Success Through 50 Target Skills* by Melissa Forney. These mini-lessons will be implemented to help improve student's writing skills as well as improving student's creative writing skills. Teachers will also implement the *Four Squares Writing Method* to help increase students writing comprehension and prepare for the Benchmark Exam.

The units and the approximate timeline for 5th grade Language Arts is listed below:

First Quarter

- Pre-writing, Drafting, Revising, Editing, and Publishing Written Work

- Strategies for Reading Comprehension
 - Word Study (Vocabulary and Spelling)
 - Fluency

Second Quarter

- Pre-writing, Drafting, Revising, Editing, and Publishing Written Work
- Oral Presentations
- Strategies for Reading Comprehension
 - Word Study (Vocabulary and Spelling)
 - Fluency

Third Quarter

- Pre-writing, Drafting, Revising, Editing, and Publishing Written Work
- Strategies for Reading Comprehension
 - Word Study (Vocabulary and Spelling)
 - Fluency

Fourth Quarter:

- Pre-writing, Drafting, Revising, Editing, and Publishing Written Work
- Oral Presentations
- Strategies for Reading Comprehension
 - Word Study (Vocabulary and Spelling)
 - Fluency



School of Excellence
703 N. Division Street
PO Box 148
Humphrey, AR 72073
Phone (870) 873-2008 fax (870) 873-2009
www.school-excellence.com

February 18, 2009

Dr. Mary Ann Brown
Arkansas Department of Education
Charter School Office
#4 Capitol Mall, Room 105C
Little Rock, AR 72201

RECEIVED
FEB 20 2009
CHARTER SCHOOL OFFICE

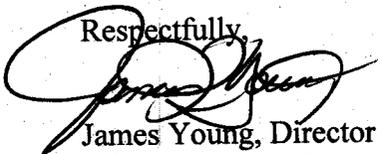
Dear Dr. Brown,

This letter is sent as an official notification that the School of Excellence would like to make a request at the March State Board meeting to change the original charter. Our charter states that we would begin with grades 6 through 9 and add one grade a year until the 12th grade is reached. After careful analysis of our intents, it appears that it would be more conducive to the learning environment if we added one lower grade each year as well as one higher grade. This means that we would like to add both the 5th grade and the 10th grade next year, the 4th grade and the 11th grade the year after that, and so on until we had a complete public charter school.

We are not asking for any more waivers than those that are already permitted in our present charter. We do not anticipate that this addition will put us over the 160 student cap. We would continue the high standards and expectations necessary for a public charter school.

Our present facilities are more than adequate for this type of expansion next year, but we do plan to buy an extra building that will be used for office space and a cafeteria. This addition is already in progress.

Respectfully,


James Young, Director



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

State Board
of Education

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

February 11, 2009

Dr. Frank Holman
Lincoln Consolidated School District
117 Boyer Street, Suite A
Lincoln, AR 72744

Re: Notice of State Board Meeting

Dear Dr. Holman:

This letter is to inform you that your request for a District Conversion Public Charter will be considered, at the State Board of Education's meeting on March 16, 2009. The meeting is scheduled to begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building at Four Capitol Mall in Little Rock, AR.

The procedures for the hearing are contained in Section 7.00 of the Arkansas Department of Education Rules Governing Charter Schools.

Please ensure that you have all necessary personnel in attendance as well as all documentation in order to address any questions from the Arkansas State Board of Education concerning your application.

Please feel free to contact the Charter School Office at (501) 683-5313, should you have any questions.

Sincerely,

Mary Ann D. Brown, Ed.D.
Public Charter School Program Director

MB/ms

Enclosed: Section 7.00 of the Arkansas Department of Education Rules Governing Public Charter Schools.

Cc: Dr. Diana Julian, Deputy Commissioner
Mr. Jeremy Lasiter, General Counsel

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

7.00 Responsibilities of the State Board of Education – Conversion Public Charter Schools

- 7.01 The State Board shall not approve a conversion public charter school application from a district that has not been approved by the district's local board.
- 7.02 The Department of Education shall review the applications and present to the State Board a written evaluation of the application. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review.
- 7.03 The State Board shall review the applications for proposed public charter schools. The State Board shall vote whether or not to award charters. The State Board may place conditions on the charters it awards.
- 7.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.
- 7.05 The decision of the State Board of Education shall be final.

Lincoln Consolidated Public School

Member North Central Association Of Colleges and Schools

117 Boyer Street, Suite A

P.O. Box 1127

Lincoln, Arkansas 72744

Frank Holman, Superintendent

479-824-3010

Steven Asp-Schussheim, High School Principal

479-824-3010-Ext. 3012

Elaine King, Middle School Principal

479-824-3010 Ext. 3019

Marsha Hash, Elementary Principal

479-824-3010 Ext. 3014

Dr. Mary Ann Brown
Public Charter Schools Unit Leader
Arkansas Department of Education
Room 305
4 Capitol Mall
Little Rock, AR 72201

Dear Dr. Brown,

Thank you for placing our public conversion charter school application on the Arkansas Public School Board of Education agenda for February 9, 2009. However, on that date our school district is scheduled to have a visit with AdvancEd for school accreditation. It is critical that I am present for this even at our district. Based on that scheduled event, I am requesting that our public conversion charter school application be placed on the March 2009 State Board of Education agenda.

I appreciate your time and consideration of this request. Do not hesitate to contact me if you have further questions. I look forward to hearing from you concerning this matter.

Regards,



Dr. Frank Holman, Superintendent
Lincoln Consolidated Public School

RECEIVED
JAN 16 2009
CHARTER SCHOOL OFFICE

LINCOLN CONSOLIDATED SCHOOLS

Member North Central Association of Colleges and Schools

117 Boyer Street, Suite A

P.O. Box 1127

Lincoln, Arkansas 72744

Frank Holman, Superintendent
479-824-3010

August 18, 2008

Elaine King, Middle School Principal
479-824-3010 Ext. 3019

Steven Asp-Schussheim, High School Principal
479-824-3010 Ext. 3012

Marsha Hash, Elementary Principal
479-824-3010 Ext. 3014

State Board of Education
Arkansas Department of Education
4 Capitol Mall, Room 404-A
Little Rock, AR 72201

RE: Letter of Intent to Apply for a Conversion Charter School

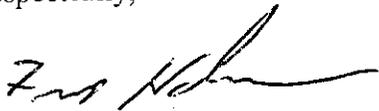
Dear Ms. Brown:

Please accept this letter from the Lincoln Consolidated School District as intent to apply for a Conversion Charter School. The contact person for this Charter Schools is:

Dr. Frank Holman, Superintendent of Schools
117 Boyer Street, Suite A, P.O. Box 1127, Lincoln, AR 72744.
479-824-3010 Ext. 3011
479-824-3045 (fax)
frank.Holman@lincoln.k12.ar.us

The name of the charter school is Lincoln Consolidated Schools Academic Center of Excellence/Alternative Education Center. It will be located in the Lincoln Consolidated School District and will serve grades Pre-K through 12. Lincoln Consolidated Schools Alternative Education Center will provide opportunities for individual learning with flexible schedules. It will maximize learning through the use of technology and research-based best educational practices.

Respectfully,



Dr. Frank A. Holman, Superintendent
Lincoln Consolidated Public Schools

RECEIVED
ATTORNEY'S OFFICE

AUG 25 2008

DEPARTMENT OF EDUCATION
GENERAL DIVISION

ARKANSAS DEPARTMENT OF
Education

**District Conversion Public Charter School
New Application**

Deadline for Submission: October 31, 2008



Charter School: Lincoln Academic Center of Excellence

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education

Charter School Office
#4 State Capitol Mall, Room 305-B
Little Rock, AR 72201
501.683.5313

RECEIVED
OCT 31 2008

CHARTER SCHOOL OFFICE

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Lincoln Academic Center of Excellence

Grade Level(s) for the School: K-12 Proposed Enrollment: 300

Name of School District: Lincoln Consolidated

Name of Contact Person: Clay Hendrix
117 Boyer Street

Address (no P.O. Box please): Suite A City: Lincoln ZIP: 72744

Daytime Phone Number: (479) 824-3010 x 3132 FAX: 479-824-3042

E-mail: chendrix@lincoln.k12.ar.us

Charter Site Address: 611 E.P. Rothrock Drive

City: Lincoln ZIP Code: 72744

Date of Proposed Opening: August 20, 2009

Name of Superintendent: Dr. Frank A. Holman

Address: 117 Boyer Street, Suite A

City: Lincoln Zip Code: 72744

Phone Number: 824-3010 x 3011 FAX: 479-824-3045

E-mail: fholman@lincoln.k12.ar.us

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

Lincoln Alternative School (LAS), which currently has twenty-three students enrolled grades 7-12, will be converted to Academic Center of Excellence (ACE). This school will serve students grades K-12 with varying degrees of involvement. ACE will offer a challenging academic program to a diverse student population. ACE will enable students to attend a small school, while providing a rich, rigorous curriculum to every child with a competent teacher.

This year- round school will begin the school day at 7:00 a.m. and end at 5:30 p.m., Monday through Friday. Instructional time beyond that provided by a traditional school will be provided for students and families that need this flexible scheduling as the needs of the families we serve dictate scheduling.

Students in grades 7-12 will be given the opportunity to explore educational avenues other than the traditional educational program offered at Lincoln High School and Lincoln Middle School. Weekly instructional time will be 30 hours, with a minimum of four hours each day or a minimum of 20 hours per week being face-to-face time with teachers. Families will work with the school administrator to develop a schedule that best fits their needs. Curriculum offerings will be taught using research-based practices including computer-based instruction that is user friendly and highly engaging; classroom teachers that take advantage of different levels of student learning; school culture that focuses on individual learning; technology that provides access to curriculum with maximum learning for all; and a instructional initiative that provides professional development for teachers that is on-going and imbedded in the school day.

By taking advantage of computer-based curriculum, the learner will be able to leverage his own learning by accessing the curriculum at school and from home; at the speed he or she needs; and with the guidance of content experts. ACE will provide an opportunity for an efficient and effective education. This approach will connect schools, families and the community for a seamless educational system.

Students in grades K-6 may attend ACE from 7:00 a.m. to 8:00 a.m. and 3:30 p.m. to 5:30 p.m., Monday through Friday for extending learning opportunities that enhance student achievement.

These students will be enrolled during the regular school day in Lincoln Elementary School and Lincoln Middle School. Instruction will blend knowledge and fun in the following programs:

1. Homework assistance
2. Healthy snack
3. Mathematics, writing, and reading instruction based on state curriculum standards
4. Individual instruction for targeted at-risk students identifies by interim assessments
5. Enrichment activities that may include fine arts, music, drama, dance, foreign language, technology, and cooking

D. REQUIRED INFORMATION

The applicant for the proposed conversion public charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Ark. Code Ann. §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages must be limited to no more than 30 pages.

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district.

The public hearing to understand the level of community supports was held Monday, October 27, 2008 at the Lincoln Public School Administration Building. Members of the community and parents of students enrolled in public schools in the community to be served by the proposed charter school attended. After the mission, structure, and curriculum plans were shared, positive comments encouraging the school to pursue the charter conversion were expressed.

Approximately twenty parents, staff members, administrators and community members were in attendance. Mr. Clay Hendrix, current Lincoln Alternative School director, and Dr. Frank Holman, superintendent, presented a comprehensive program overview. The meeting concluded at 7:00 p.m. All district staff attending voted unanimously to convert Lincoln Alternative School into Academic Center of Excellence Charter School. Verification of notice to the public, parents, and certified school personnel is attached to this application.

- Attachment # A is a copy of the Affidavit of publication of public notice that ran in the Arkansas Democrat Gazette, a weekly newspaper published in Fayetteville, Arkansas, on October 6th, 13th, and 20th, 2008.
- Attachment # B is a copy of the invoice from the newspaper.
- Attachment # C is a copy of the announcement of the meeting sent to all certified staff in the district and parents of students enrolled in the district.
- Attachments D, E and F are letters of support from the Lincoln School Board and parent and community representatives.

2. Give the mission statement of the proposed charter school.

The mission of Lincoln Academic Center of Excellence (ACE) is to provide physical and mental health support, provide instruction that will foster excellent social skills, and improve the academic achievement of every student so they can be productive members of society.

3. Describe the educational need for the school.

Lincoln Consolidated School District is a Title VI REAP school with a K-12 enrollment of 1228 students as of October 2008. The school district has one high school, one middle school and one elementary school. Lincoln is situated in rural, western Washington County. Sixty-eight percent of the school's students live in poverty as defined by the National School Lunch Act. The elementary school is in year one school improvement for combined scores and the high school is on academic alert for literacy scores.

Many students face obstacles that are difficult to remove in the traditional school setting. These students often get behind, see no way of catching up, loose hope, and drop out of school.

In order to prevent this from happening in this community, this charter school will remove as many of those obstacles as possible by customizing the educational experience through flexible access to curriculum, engaging instruction, mastery learning, and addressing the needs of the individual learner.

4. Describe the educational program to be offered by the charter school.

Lincoln Academic Center of Excellence (ACE) will be designed to fit the needs of the learner with computer-based learning, distance learning, research based instructional practices, direct instruction and concurrent credit classes. One-on-one, small group, and whole group instruction will be blended with computer-based courses such that students will have access to curriculum at home or at school using technology and still have teachers as resources.

Concurrent classes will be offered through a partnership Northwest Arkansas Community College in Bentonville, Arkansas.

This rigorous core curriculum is designed to develop the intellectual capacity of students attending ACE. All aspects of the educational program will be designed as mastery learning with emphasis on project based learning. ACE instructors will incorporate the components and methodologies that are most advantageous to the students such as authenticity of the problem and the intended product, academic rigor, applied learning in real world situations, active exploration by students, adult connections, and assessment practices that include the use of clear criteria and structured self assessment.

Compressed Interactive Video

A comprehensive range of high school courses will be offered through compressed interactive video (CIV) technology, direct instruction from content specialists, and computer-based curriculum.

- English: all grades
- Mathematics: all grade level mathematics courses, pre-algebra, algebra I, algebra II, algebraic connections, geometry, transition to college algebra, trigonometry, pre-calculus, calculus
- Social Studies: world geography, world history, U.S. History I, U.S. History II, civics, economics
- Science: physical science, earth science, environmental science, biology, chemistry, physics
- Benchmark, End-of-Course Exam and college entrance exam preparation
- Electives: word processing, keyboarding, health & safety, fine arts, psychology, photography, agriculture classes, EAST, JAG

The Distance Learning Center located in Maumelle, Arkansas and other providers of CIV instruction will also be utilized. Students will be able to enroll in direct instruction courses offered by content specialist without cost to Lincoln Academic Center of Excellence. AP courses, foreign language courses, and more will be made available to students through this technology. Students would also have access to classes offered at Lincoln High School and Lincoln Middle School.

Computer-Based Instruction

Using programs like Acellus, Odyssey, and K12 students will have access to highly developed and highly engaging curriculum. These learning experiences will be augmented by ACE teachers to further explanations, projects, and hands-on activities as well as provide extra help when needed. Pre-testing, progress monitoring, and student engagement time reporting are features of these computer-based instructional programs that will be used to further customize

the learning experience for each child. Recent advances in technology make these computer-based instructional programs more engaging than ever. Reporting capabilities will provide ACE teachers with the data needed to make the right decisions about student learning in a timely and manageable manner.

Instructional Time and School Calendar

All students will have direct contact with their instructors at least 20 hours of the required 30 hours of weekly instruction. Students that need more direct contact with their instructors to ensure academic successful will be required to have more direct contact with ACE teachers.

The school will be in session for 178 days during the regular session. Two summer sessions will last 13 school days each. The total number of school days will be 204.

Media Center and Educational Resources

ACE students will have access to a large online library of interactive materials through subscriptions purchased by the school district. Students will also have access to the Lincoln High School/Lincoln Middle School media center.

Standards Based Instruction and Assessment

ACE curriculum is aligned with state standards and the district curriculum guide. Common assessments will be given to all students based on the courses in which they are enrolled. Currently the district contracts with The Learning Institute to develop these common assessments and provide access to the data to shape future instructions. ACE student data will be analyzed by district staff to determine how best to improve student achievement before time for the state exams. This is one tool utilized for continuous feedback for student achievement.

Extended Learning Opportunities

Extended Learning Objectives:

1. To provide a safe and orderly environment.
2. To focus on the development of the whole child.
3. To provide opportunities for success while being challenged to think

Extended Learning Activities:

1. Homework assistance
2. Literacy, math and writing instruction based on state and district standards and benchmark
3. Accelerated learning for targeted at-risk students
4. Enrichment activities that may include fine arts, music, drama, dance, foreign language, computer, and cooking
5. Instruction will blend knowledge and fun

Priority will be given to at-risk students, but there will be open enrollment for extended learning opportunities based on student need and space availability.

5. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematics 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 schools' initial five (5) year period.

Since this school is new, no baseline data for student achievement is available. Therefore, the measurable goals of this charter school are for the students to meet AYP for each test for each year, including the first five years.

Reading and mathematics will be assessed using ACTAAP benchmark and end-of-course exam results, The Learning Institute Interim Assessments, and computer-based interim assessments. NCLB, Act 35, or any current legislation requirements for students scoring below certain levels as defined in legislation will have treatments as indicated by current legislation.

Students will be tested using STARReading and STARMath to assess their reading comprehension and mathematics reasoning. Each student not achieving on grade level will receive extra help and tutoring until they do achieve on grade level.

6. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks.

ACE administration and district staff will work with teachers to develop and align curriculum with the Arkansas Curriculum Frameworks. Assessments will also be developed for frequent monitoring to ensure that students are progressing. The resources will be used to provide a rich picture of student learning from multiple sources. Standards, curriculum, and assessment will be aligned with each other and with the school's vision to create a quality educational program. Steps in this process include the following:

- Instructors will collaborate with colleagues in the same discipline to achieve a higher understanding of the frameworks. They will identify student learning expectations, large scale concepts, units, individual skills, and principles that must be taught each grading period to address the frameworks. Assessments based on curriculum frameworks will be used to evaluate the quality of instruction. District curriculum maps and vertical alignments will be used throughout this process. Teachers will submit unit plans with learning objectives and the frameworks to which they are correlated to ensure that the frameworks are being embedded in the instruction.
- Benchmark assessments and interim assessments will be developed to provide feedback regarding the instruction. These common assessments will be administered to all students. A combination of portfolios, projects, simulations, norm-referenced,

criterion reference, performance series, and other assessments will be used to determine student achievement and the quality of instruction. Students who are not making progress on interim assessments and course work will be identified and interventions will be created to ensure success by the next interim assessment to help increase student achievement on benchmark and end-of-course exams.

7. Describe the enrollment criteria and the student selection process. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in Ark. Code Ann. §6-23-306(14)(C). Should an applicant believe that the use of a weighted lottery is necessary, the applicant shall state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).

Lincoln Academic Center of Excellence will be open to all students who reside in the Lincoln Consolidated School District. In accordance with all federal and state laws, no student will be denied enrollment in the school based on race, ethnicity, national origin, gender, or disability. A recruitment plan that provides information to parents and students about the Academic Center of Excellence and the application process will be published annually.

Students who are currently enrolled in the school will have first priority for enrollment in the charter school at the time of conversion. Next, priority will be given to students who have been determined at-risk of failure for whatever reason. Home school students will be given next priority. If the number of students seeking enrollment in the school exceed capacity, the students will be randomly selected using an anonymous lottery. The total number of students enrolled in the school will not exceed 300 without formally amending this charter.

8. 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 and how many of each.

School Director

The School Director of Lincoln ACE Charter School will hold a degree and an administrative license. This person will be highly qualified to serve in this capacity and will model the school's philosophy. The director's primary responsibility is to spearhead the implementation of all programs outlined and ensure that the school is reaching its goals and mission. The Director will provide instructional leadership for ACE staff. This person will work with teachers and district staff in the areas of curriculum planning, review and implementation, and in professional development. This person is responsible for school administration and the safety and welfare of the students and staff.

Other Duties

- Establishes, monitors, and revises schedules
- Provides supervision to students
- Supervises extra-curricular and elective activities
- Evaluates *instructors*
- Provides professional development opportunities for building personnel
- Manages the school budget
- Establishes and meets with the school teams to monitor implementation for the school program
- Implements policies and procedures established in the approved ACE Charter, by the Lincoln School Board, and the Arkansas Department of Education
- Develops and maintains a communication plan to build relationships with parents, parent groups, and the community.

Counselor

The Counselor will hold a degree, which meets state requirements. The primary responsibilities of the counselor are to advise students with career action planning and the scheduling process; provide a comprehensive guidance program for students; provide and coordinate the support services for students and their families.

In addition to a school counselor, a school based mental health professional that is a state certified school psychologist will be made available to students at ACE as well.

Literacy Specialist/GT Facilitator

The Literacy Specialist will provide professional development to strengthen instructional strategies in literacy including differentiated instruction; model research-based, best teaching methodologies; monitor student progress in literacy; and ensure students are provided challenge and rigor.

Math Specialist/GT Facilitator

The Math Specialist will provide professional development to strengthen instructional strategies in math including differentiated instruction; model research-based, best teaching methodologies; oversee student progress in math; and ensure students are provided challenge and rigor.

Teachers

The primary responsibility of the teacher is to lead students toward the fulfillment of their potential for intellectual, emotional, and psychological growth and maturation to enhance academic achievement. Other duties and responsibilities include the following:

- Focuses on student achievement through quality instruction
- Assesses the academic progress of students on a regular basis
- Reports student academic progress to administration, students and parents
- Implements policies, rules and guidelines of the charter, the Lincoln School Board, and the Arkansas Department of Education
- Cooperates with other members of the staff in planning instructional goals, objective, and methods
- Establishes and maintains communication with students and parents
- Other duties as assigned

Special Education Teachers

The primary responsibility of the special education teacher is to ensure that every student is meeting or is on target to meet goals outlined by the Individual Education Plan of each identified student. Modification of the curriculum will be a major responsibility of this instructor along with completing IEPs and conducting the required conferences for each child in order to comply with due process as required by law. All other duties of instructors as outlined above will apply to the Special Education Instructor also.

At maximum student enrollment (300), the staff of Lincoln Academic Center of Excellence will consist of the following:

- Director (1.0 FTE)
- Counselor (1.0 FTE)
- Literacy Specialist/GT (1.0 FTE)
- Math/GT (1.0 FTE)
- Instructors (16.0 FTE)
- Special Education Instructors (based on IEP requirements)
- Technology personnel (2.0 FTE)
- Secretary (1.0 FTE)
- Educational Clerks (2.0 FTE)

These staff members will be added as student enrollment increases. Until such a time as ACE enrollment dictates, certain positions may be shared with Lincoln High School, Lincoln Middle School, or Lincoln Elementary School. The director and certain teaching positions will be ACE staff from the beginning.

9. Describe the manner in which the school will make provisions for the following student services:

- (A) **Guidance Program**
The maximum number of students attending ACE will require a counseling staff of 1.0 FTE certified personnel. A part-time (0.5 FTE) education clerk will be assigned to the Guidance office. This staff will be required to participate in professional development activities conducted by outside consultant and district staff.
- (B) **Health Services**

ACE's health services will be in compliance with ADE rules and regulations governing school health services.

- (C) **Media Center**
Students enrolled in ACE will have access to a large online library of interactive materials. The literacy specialist with the help of an education clerk will supervise these services. Students will also have access to lending library resources from Lincoln High School and North West Arkansas Educational Cooperative. Materials from these resources will be housed at ACE.
- (D) **Transportation**
Transportation will be provided to students who attend ACE by the Lincoln Consolidated School District. ACE students will receive the same level of services that other students enrolled in the district receive as defined in school district policies.
- (E) **Food Services**
Students enrolled in the traditional programs at ACE will be provided foods services from the Lincoln Consolidated School District Food Services Department. Meals will include breakfast, lunch, and a nutritious afternoon snack.
- (F) **Special Education**
Lincoln ACE Charter School will receive services provided by the school district's Department of Special Services. All services currently being provided special needs students will be available to ACE students. The charter school will be in full compliance with all federal and state regulations concerning IDEA and 504 at all times.
- (G) **Alternative Education**
The current alternative education program is being converted into ACE Charter School. Students will receive the services that have been outlined above. Any student who qualifies for the school district's alternative education program will be provided services at ACE Charter School
- (H) **Gifted and Talented Program**
ACE will offer a gifted and talented program that is in compliance with the program standards required by the Arkansas Department of Education.

10. Provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

Public School Computer Network. Lincoln Academic Center of Excellence, as a conversion charter school in Lincoln Consolidated School District, will report educational data through APSCN.

11. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that 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. 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.

The facility to be used for Lincoln Academic Center of Excellence is currently being used as Lincoln Alternative Learning Environment, which is located at 611 E.P. Rothrock Drive, Lincoln, Arkansas. The building was constructed in 2006 and includes four classrooms. Since the building was recently constructed it meets the ADA and IDEA requirements. If students enroll with exceptional needs beyond current modification, the Lincoln Consolidated School District is committed to making the modifications needed to comply with ADA and IDEA. The four classrooms were formerly used as Lincoln High School classrooms.

There are no alcohol sales within 1000 feet of this location.

Local zoning is dictates that the area be used for public schools.

12. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the rules and regulations, including sections of the Standards for Rules as allowed, established by the State Board that the district conversion public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules requested to be waived by title and section number if applicable. Provide a brief description of the need for each waiver requested.

Lincoln Academic Center of Excellence requests the following waivers from Arkansas Code Annotated, State Board of Education Rules and Regulations, and Standards for Accreditation of Arkansas Public Schools:

State Statute Waivers Requested

- 6-15-1004** **Qualified teachers in every public school classroom**
Lincoln ACE Charter School requests the flexibility to employ instructors it feels will be the most successful in the program regardless of licensure status. This would give us the flexibility to hire the staff with the specific skills needed to successfully meet the needs of the students. Every effort will be made to hire the most qualified individuals.
- 6-16-102** **School day**
Due to program design, Lincoln ACE Charter School requests a waiver from Standard V 10.01.4. Our planned instructional time will be a minimum of 30 hours per week with a minimum of 20 hours a week of face-to-face teacher/student interaction. We plan to operate a year round school calendar. We are also requesting a waiver from Carnegie units to competency based/mastery learning.
- 6-17-401** **Teacher's license requirement**
ACE program design facilitates the need to utilize contracted services for personnel to instruct specialized topics for a few hours daily or short periods of time; therefore, full compliance with this statute would be restrictive.
- 6-17-902** **Definition of a teacher**
ACE program design facilitates the need to utilize contracted services for personnel to instruct specialized topics for a few hours daily or short periods of time; therefore, full compliance with this statute would be restrictive.
- 6-17-1501 through 6-17-1510 6-17-1701 through 6-17-1705** **Teacher Fair Dismissal Act and Public School Fair Hearing Act**
Because of the variable needs of the students and the curriculum, a high degree of flexibility in staffing is needed. Lincoln Academic Center of Excellence pledges that all constitutional due process will be followed in all employee dismissal events.
- 6-17-203** **Committee for Each School District**
Lincoln ACE Charter School requests that the charter school not be subject to review by the Personnel Policies Committee due to the program design.

Standards Waivers Requested

V. Instruction

A. Required Time for Instruction and School Calendar

Students will receive no less than 30 hours of instruction per week. At least 20 hours of this weekly instruction will be face-to-face with instructors. Students may receive up to 10 hours of the required 30 hours of instruction each week accessing computer-based curriculum away from school. This will provide a greater level of flexibility that will allow the school to meet the needs of every student. We are also requesting a waiver from credits based upon Carnegie Units to credits based upon mastery learning.

B. Class Size and Teaching Load

Due to program design, Lincoln ACE Charter School requests that this standard be waived. ACE strives to keep the required ratios, but in this educational setting the required ratio would not allow the flexibility needed.

XI. Support Services

B. Media Services

Lincoln ACE Charter School requests a waiver from this standard since media will be available through the largest online library of interactive materials and access to lending library resources from Lincoln High School and Northwest Arkansas Educational Cooperative. A Reading Specialist will be employed along with an educational clerk to coordinate these efforts.

13. Describe the potential impact of the proposed district conversion public charter school on the efforts of a public school district or districts to comply with court orders and

statutory obligations to create and maintain a unitary system of desegregated public schools.

The school district and Lincoln Academic Center of Excellence Charter School will adhere to the guidelines established for student transfers by the federal courts and state statutes. The Lincoln Consolidated School District does not expect that the conversion of Lincoln Alternative School into a charter school will have an impact on the racial composition of the new charter school. The district does not expect a negative impact on neighboring districts' efforts to create and maintain a unitary system of desegregated schools.

14. a. Describe how the certified employees and parents of students to be enrolled in the conversion public charter school will be involved in developing and implementing the school improvement plan and identifying performance criteria; and

Parents and certified staff will help to determine priorities for the school. Furthermore, parents and certified staff will help to develop interventions that will facilitate the improvement of these items. They will also be involved in the evaluation of these interventions and help determine if the interventions should be modified or replaced and how. The ACSIP process will be used to develop the school improvement process. The ACSIP committee will be comprised of parents and certified staff. They will meet periodically to create and revise the ACSIP plan.

14 b. Describe how the concerns of certified employees and parents of students enrolled in the conversion public charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan.

A survey will be sent to parents and certified staff before work on the improvement plan has been completed to solicit their input. Parents and certified staff will be encouraged to attend sessions in which the improvement plan is reviewed, evaluated for effectiveness and implementation, and revised. At these meetings parents and certified staff will contribute the process of keeping the improvement plan current and effective by suggesting ideas for new

treatments and a different perspective of the effectiveness of the plan in the last school year. The environment in these meetings will be set by the director and will be one in which opinions and comments are valued and options not generated by administration are explored.

Academic Center of Excellence School Calendar
2009-2010

August 10 – 14 Professional Development

August 17 – First Day for Students

September 7 – No School

November 23, 24 – Professional Development – No School for Students

November 25 – 27 – No School

December 21 – 25, 28-31 and January 1, 4 – 8 No School

March 22 – 25 No School

May 28 – Last Day for Regularly Scheduled Classes

June 9 – 25 – First Summer Session

July 7 – 23 – Second Summer Session

Lincoln Academic Center of Excellence Daily Schedule

Instruction from computer based courses can occur at any time during the school day when students are not participating in a scheduled class such as a CIV, direct instruction, or a course in one of the other schools in the district. Since those types of classes are adherent to a daily schedule, the daily schedule for Lincoln Academic Center of Excellence will have the same bell schedule during the regular school day as follows.

Extended Learning	7:00 – 8:00
Period 1	8:00 – 8:46
Period 2	8:51 – 9:37
Period 3	9:42 – 10:28
Period 4	10:33 – 11:1
Period 5	11:24 – 12:10
Lunch	12:10 – 12:45
Period 6	12:50 – 1:36
Period 7	1:41 – 2:27
Period 8	2:32 – 3:18
Extended Learning	3:30 – 5:30

Lincoln Academic Center of Excellence
 2008-2009 Certified Salary Schedule
 Lincoln Consolidated School District
 Adopted: 06/11/2007

YEARS EXPERIENCE	B. A.	M. A.
0	\$33,000.00	\$36,000.00
1	\$33,450.00	\$36,500.00
2	\$33,900.00	\$37,000.00
3	\$34,350.00	\$37,500.00
4	\$34,800.00	\$38,000.00
5	\$35,250.00	\$38,500.00
6	\$35,700.00	\$39,000.00
7	\$36,150.00	\$39,500.00
8	\$36,600.00	\$40,000.00
9	\$37,050.00	\$40,500.00
10	\$37,500.00	\$41,000.00
11	\$37,950.00	\$41,500.00
12	\$38,400.00	\$42,000.00
13	\$38,850.00	\$42,500.00
14	\$39,300.00	\$43,000.00
15	\$39,750.00	\$43,500.00
16	\$40,200.00	\$44,000.00
17	\$40,650.00	\$44,500.00
18	\$41,100.00	\$45,000.00
19	\$41,550.00	\$45,500.00
20	\$42,000.00	\$46,000.00
21	\$42,450.00	\$46,500.00
22	\$42,900.00	\$47,000.00
23	\$43,350.00	\$47,500.00
24	\$43,800.00	\$48,000.00
25	\$44,250.00	\$48,500.00
26	\$44,700.00	\$49,000.00
27	\$45,150.00	\$49,500.00
28	\$45,600.00	\$50,000.00
29	\$46,050.00	\$50,500.00
30	\$46,500.00	\$51,000.00

This is the salary schedule of the Lincoln Consolidated School District. Lincoln Academic Center of Excellence will adhere to the district approved salary schedule.

Lincoln Academic Center of Excellence
ADMINISTRATIVE SALARY SCHEDULE

Adopted 5/8/ 1995
Amended: 5/15/2006

1. Base = High and low salaries from Schedule divided by 2.
2. Experience 1.6% of base for each year administrative experience + \$500 for each 5 years of administrative experience in the district.
3. Index = 16% of Base.

Index is figured for education, supervision and extra assign.

Education:

Certification = .05
Masters + 15 = .10
Masters + 30 = .15
Specialist = .20
Doctor = .25

Supervision:

0 - 300 = .05
301 - 500 = .10
501 -1000 = .15

Extra assign:

1 = .05
2 = .10
3 = .15

Index % is figured by adding multiples for each category and multiplying by index.

4. Administrative level = \$ 800.00 for each level.
(Assistant principal administrative level will be one half that of principal)
Elementary School Principal = Level 4
Middle School Principal = Level 5
High School Principal = Level 6
District Administration = Level 7
Superintendent = Level 10

Salary is figured by adding base + experience and adjusting for length of contract, then adding administrative level and index.

*For pay purposes, the board, at its discretion, may choose to accept all education experience of the superintendent.

5. The salary of the superintendent will be figured as above and then multiplied by 1.175

This is the administrative salary schedule of the Lincoln Consolidated School District. Lincoln Academic Center of Excellence will adhere to the district approved administrative salary schedule.

**Public Charter School Application
Budget Worksheet / Template**

<u>Line#</u>	<u>Revenues Amount</u>	<u>Total</u>
1	State Public Charter School Aid:	
2	No. of Students (<u>100</u>) x \$5,789.00 State Foundation Funding	\$578,900
3	No. of Students (<u>100</u>) x \$87.00 Enhancement Funding	\$8,700
4	Total State Charter School Aid	<u>\$587,600</u>
5		
6	Other Sources of Revenues:	
7	Private Donations or Gifts	<u> </u>
8	Federal Grants (List the amount)	<u>\$250,000</u>
9	Special Grants (List the amount)	<u> </u>
10	Other (<i>Specifically Describe</i>)	<u> </u>
11	PY ALE (200 x \$4063)	\$81,260
12	NSLA from LCSD	<u>\$81,260</u>
13	Total Other Sources of Revenues	<u>\$412,520</u>
14		
15	TOTAL REVENUES	\$1,000,120
16		
17	<u>Expenditures Amount</u>	<u>Total</u>
18		
19	Administration:	
20	Salaries: (No. of Positions <u> </u>)	<u>\$60,000</u>
21	Fringe Benefits	<u>\$15,165</u>
22	Purchased Services	<u> </u>
23	Supplies and Materials	<u>\$5,000</u>
24	Equipment	<u>\$2000</u>
25	Other (<i>Describe</i>)	<u>\$82,165</u>
26		
27	Regular Classroom Instruction:	
28	Salaries: (No. of Positions <u>4</u>)	<u>\$176,000</u>
29	Fringe Benefits	<u>\$46,566</u>
30	Purchased Services	<u>\$25,000</u>
31	Supplies and Materials	<u>\$25,000</u>
32	Equipment	<u>\$40,000</u>
33	Other (<i>Describe</i>)	<u>\$312,566</u>

(Budget Continued)

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Special Education:

Salaries: (No. of Positions <u>1</u>)	\$45,000	
Fringe Benefits	\$11,862	
Purchased Services	\$5,000	
Supplies and Materials	\$2,000	
Equipment		
Other (Describe)		\$63,862

Gifted and Talented Program:

Salaries: (No. of Positions <u>.5</u>)	\$22,000	
Fringe Benefits	\$6,798	
Purchased Services		
Supplies and Materials	\$2,000	
Equipment	\$2,000	
Other (Describe)		\$32,798

Alternative Education Program:

Salaries: (No. of Positions <u>3</u>)	\$132,000	
Fringe Benefits	\$34,925	
Purchased Services	\$55,645	
Supplies and Materials	\$75,000	
Equipment	\$28,000	
Other (Describe)		\$325,570

Guidance Services:

Salaries: (No. of Positions <u>1</u>)	\$55,000	
Fringe Benefits	\$14,064	
Purchased Services		
Supplies and Materials	\$1,000	
Equipment		
Other (Describe)		\$70,064

Health Services:

Salaries: (No. of Positions <u>.5</u>)	\$15,000	
Fringe Benefits	\$5,256	
Purchased Services	\$10,000	
Supplies and Materials	\$2,000	
Equipment		
Other (Describe)		\$32,256

(Budget Continued)

74			
75	Media Services:		
76	Salaries: (No. of Positions - 3)	\$12,000	
77	Fringe Benefits	\$4,596	
78	Purchased Services		
79	Supplies and Materials		
80	Equipment		
81	Other (Describe)		\$16,596
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions ___)		* Provided by LEA
85	Fringe Benefits		
86	Purchased Services		
87	Supplies and Materials		
88	Equipment		
89	Other (Describe)		
90			
91	Maintenance and Operation:		* Provided by LEA
92	Salaries: (No. of Positions ___)		
93	Fringe Benefits		
94	Purchased Services		
95	(include utilities)		
96	Supplies and Materials		
97	Equipment		
98	Other (Describe)		
99			
100	Pupil Transportation:		* Provided by LEA
101	Salaries: (No. of Positions ___)		
102	Fringe Benefits		
103	Purchased Services		
104	Supplies and Materials		
105	Equipment		
106	Other (Describe) Summer Session	\$10,000	\$10,000
107			
108	Food Services:		
109	Salaries: (No. of Positions ___)		* Provided by LEA
110	Fringe Benefits		
111	Purchased Services		
112	Supplies and Materials		
113	Equipment		
114	Other (Describe) Summer Session	\$2,000	\$2,000

DISTRICT CONVERSION PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The proposed district conversion 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 race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement, although 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 proposed district conversion 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. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The proposed district conversion 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 school not so waived by the approved charter.
6. The proposed district conversion 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 the school district is covered.
7. The proposed district conversion 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.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion 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 Ark. Code Ann. § 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; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the proposed 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.



Signature of Superintendent of School District

Date: 10/30/08

Dr. Frank A. Holman
Print or type name

Attachment A

Arkansas Democrat Gazette

NORTHWEST ARKANSAS EDITION

Northwest Arkansas Times
Benton County Daily Record
P. O. BOX 1607
FAYETTEVILLE, AR 72702
PHONE: 479-571-6415

AFFIDAVIT OF PUBLICATION

I, Karen Caler, do solemnly swear that I am the Legal Clerk of the Arkansas Democrat Gazette newspaper. Printed and published in Benton County Arkansas, (Lowell) and of bona fide circulation, that from my own personal knowledge and reference to the files of said publication, the advertisement of

LINCOLN CONSOLIDATED SCHOOL DISTRICT:
Notice of Public Hearing (October 27, 2008)

Was inserted in the Regular Editions on:
October 6, 13, 20, 2008

Publication Charge: \$ 135.60

Karen Caler

Karen Caler

Subscribed and sworn to before me
This 20 day of Oct., 2008.

Cathy Wiles

Notary Public

My Commission Expires: 2/20/2014



****NOTE** Please do not pay from Affidavit.
Invoice will be sent.**

PUBLIC NOTICE
The Lincoln Consolidated School District will conduct a public hearing on Monday, October 27th at 6:00 pm to discuss plans for a conversion charter school. This meeting will be held in the Board Room of the Administrative offices located at 117 Boyer Street, Suite A, in Lincoln Arkansas. We will invite public comments concerning our plans for this charter application prior to consideration of the application by the Lincoln Board of Education.
53294882 Oct. 6, 13, 20, 2008

Attachment B

DEMOCRAT GAZETTE - NW. AR. TIMES
P.O. BOX 1607
LITTLE ROCK, AR 72702

PRE BILL FOR 10/01/08 to 10/31/08

ADVERTISING DEPT: Classified

P.O. BOX 1607

LINCOLN SCHOOL DISTRICT
P O BOX 1127
LINCOLN, AR 72744

ACCOUNT NUMBER: 2179521

Publ Ad #	Date	Description	Size	UM	Unit Rate	Amount
NWDG 53294882	10/06/08	PUBLIC NOTICE T	20.00	11	2.260	45.20
NWDG 53294882	10/13/08	PUBLIC NOTICE T	20.00	11	2.260	45.20
NWDG 53294882	10/20/08	PUBLIC NOTICE T	20.00	11	2.260	45.20
TOTAL PRE BILL CHARGES:						135.60

PRE BILL TOTAL: 135.60

Public Notice

The Lincoln Consolidated School District will conduct a public hearing on Monday, October 27th at 6:00 pm to discuss plans for a conversion charter school. This meeting will be held in the Board Room of the Administrative offices located at 117 Boyer Street, Suite A, in Lincoln Arkansas. We will invite public comments concerning our plans for this charter application prior to consideration of the application by the Lincoln Board of Education.

Attachment C

LINCOLN CONSOLIDATED SCHOOLS

Member North Central Association of Colleges and Schools
117 Boyer Street, Suite A
P.O. Box 1127
Lincoln, Arkansas 72744

Frank Holman, Superintendent
479-824-3010

Elaine King, Middle School Principal
479-824-3010 Ext. 3019

Steven Asp-Schusheim, High School Principal
479-824-3010 Ext. 3012

Clay Hendrix, ALE Principal
479-824-3010 Ext. 3132

Marsha Hash, Elementary Principal
479-824-3010 Ext. 3014

The Board of Education for the Lincoln Consolidated School District approves and fully supports the plan to create a Conversion Charter in the Lincoln Consolidated School District as described in the Charter School Application.

Earl Hunton, President:



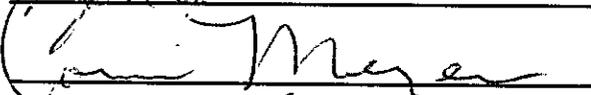
Jim Ayers, Vice President:



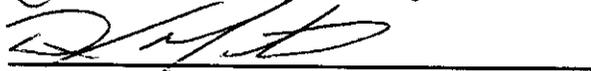
Richard Watson, Secretary:



Connie Meyer, Member:



Dax Moreton, Member:



Date: 10-27-2008

Attachment D

Attachment E

As active members of the Lincoln Community Alliance and as a business partners in the Lincoln Community, we hereby give support to the Lincoln Consolidated School District for the conversion of the Lincoln ALE program to a conversion charter school as described in the application.

Date: 10/30/2008

Russell Mayhew
(signature)

Community Alliance Member

Boyer R. Dorn
(signature)

Community Alliance Member

Billy R. Morris
(signature)

Community Alliance Member

Rob Hulse Mayor
(signature)

Community Alliance Member

Attachment F

Public Meeting for Conversion Charter School

October 27, 2008

We have heard the plans for the Conversion Charter School for the Lincoln Consolidated School District and support the creation of this Charter School in our District:

Mitzi Bingham

Doug Patton

Ronald Sey

Masha Hask

Clay Hendrix

Mary Ann Speck

Steven Asp. Schl

Brett Bennett

Paul Walker

Conn Meyer

Jeff

Eugene J. White

Priscilla Bellamy

Zoe Hill

We have heard the plans for the Conversion Charter School for the Lincoln Consolidated School District and we do not support the creation of this Charter School in our District:

August 18, 2008

State Board of Education
Arkansas Department of Education
4 Capitol Mall, Room 404-A
Little Rock, AR 72201

RE: Letter of Intent to Apply for a Conversion Charter School

Dear Ms. Brown:

Please accept this letter from the Lincoln Consolidated School District as intent to apply for a Conversion Charter School. The contact person for this Charter Schools is:

Dr. Frank Holman, Superintendent of Schools
117 Boyer Street, Suite A, P.O. Box 1127, Lincoln, AR 72744.
479-824-3010 Ext. 3011
479-824-3045 (fax)
frank.Holman@lincoln.k12.ar.us

The name of the charter school is Lincoln Consolidated Schools Academic Center of Excellence/Alternative Education Center. It will be located in the Lincoln Consolidated School District and will serve grades Pre-K through 12. Lincoln Consolidated Schools Alternative Education Center will provide opportunities for individual learning with flexible schedules. It will maximize learning through the use of technology and research-based best educational practices.

Respectfully,

Dr. Frank A. Holman, Superintendent
Lincoln Consolidated Public Schools

Post-it® Fax Note	7671	Date	10/29/08	# of pages	1
To	Dr. Brown	From	Clay Hendrix		
Co./Dept.	Charter School Office	Co.	Lincoln School		
Phone #	501-683-5312	Phone #	479-422-5824		
Fax #	501-371-3514	Fax #	479-824-3045		



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

State Board
of Education

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

January 13, 2009

Dear Applicant,

This letter is to inform you of the completion of the evaluation of the application for a District Conversion Charter School as per 7.02 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 12:00 P.M., Wednesday, January 28, 2009.** Responses received after the deadline will not be processed.

Responses should be sent to the following address:

Arkansas Department of Education
Public Charter School Office
Dr. Mary Ann D. Brown
Four State Capitol Mall, Room 105-C
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,

Mary Ann D. Brown, Ed.D.
Charter School Program Director

MAB/ms

Enclosure: ADE Evaluation of District Conversion Charter School
Application.

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

**2008-2009
Public Charter School
Application Evaluation Report**

Lincoln Academic Center of Excellence



**Provided by:
Arkansas Department of Education
Charter School Office**



ARKANSAS DEPARTMENT OF EDUCATION

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

Arkansas Department of Education

District Conversion Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School: **Lincoln Academic Center of Excellence**

Sponsoring School District: **Lincoln Consolidated School District**

Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths Letter of intent was submitted.		Reference
Concerns and Additional Questions		Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices distributed to the community, certified personnel, and parents of all students enrolled at the public school for which the district initiated the application, in a newspaper having general circulation in the public school district at least three (3) weeks prior to the date of the meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Copies of required information were included.		Attachments A, B, C, and, F
Concerns and Additional Questions		Reference
No copy of the presentation given at the Public Meeting describing the program to be offered at the charter school was provided on the application. Sign-in sheet shows a low number of attendees. Although there was an affidavit of publication, no copies of publications were placed in application. No notice to parents was presented in application nor for certified personnel.		Attachment F

STANDARD 2 OF APPLICATION: MISSION STATEMENT

The Mission Statement section should indicate what the school intends to do, for whom and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is meaningful, manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Academics are addressed.		Page 6
Concerns and Additional Questions		Reference
Further clarification is needed regarding measurability and manageability of the mission statement. How will physical and mental health support be measured? How will social skills be measured?		Page 6

STANDARD 3 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school’s target student population.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Further clarification is needed regarding the educational need for the school. Data is lacking in establishing a need for the school for middle grades. The application only cites elementary and high school academic improvement needs. What are the “obstacles” students face at Lincoln that verifies the need for this charter school? The application simply appears to create a before/after school program for the elementary students and a way for the district to use state charter school funds for an ALE program that already exists. Little data was given to support their request.		Pages 6 -7

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference

Concerns and Additional Questions	Reference
<p>Computer-based learning, distance learning, research-based instructional practices (not defined in application), direct instruction, and concurrent credit classes are nothing different from what the students in the Lincoln School District receive now. What is going to be different about the educational programs taught by the charter school, than from what the students are already receiving in their current school programs?</p> <p>Little description was given regarding mastery and project based learning. No connection was described between those specific educational programs and their link to the Arkansas Frameworks.</p> <p>The application cites the use of The Learning Institute to develop common assessments. This is not unique to the proposed charter school.</p>	<p>Page 7-10</p>

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematics Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Current assessments were mentioned.		Page 10
Concerns and Additional Questions		Reference
Data from students currently in the ALE program could have been used as a baseline. Percentages of elementary students not scoring proficient could have been used as a baseline. No specific goals were mentioned in application to address content areas. The application should be more specific regarding the establishment of measurable academic goals.		Pages 10-11

STANDARD 6 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
A plan is given for curriculum alignment.		Pages 11-12
Concerns and Additional Questions		Reference
Curriculum plan is very broad and vague. Curriculum planning should be ongoing throughout the school year. No timeline given.		Pages 11-12

STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
		Page 12
Concerns and Additional Questions		Reference
The recruitment plan is vague. Not reflective of the charter school model regarding student eligibility options, and priority of students.		Page 12

Legal Comments	Reference
The applicant states that "Lincoln Academic Center of Excellence will be open to all students who reside in the Lincoln Consolidated School District." However, the applicant further lists a priority system to determine enrollment. The priority system set out in the Application is not in keeping with the requirement of nondiscriminatory admission of students. All children who are eligible to attend school in the Lincoln Consolidated School District must be given an equal opportunity to attend the charter school.	Page 12

STANDARD 8 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Qualifications are given for positions.		Pages 13-15
Concerns and Additional Questions		Reference
According to the staffing plan there are sixteen instructors, which conflicts with the number listed on the budget pages. The qualifications for the literacy specialist, math specialist, and teachers are not addressed in the application.		Pages 14-15, 18, and 26-27

STANDARD 9 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- A food service plan that will serve all eligible students;

- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
All student services plans were included. Students enrolled in the traditional programs at ACE will be provided foods services from the Lincoln School District Food Services Department.		Pages 15-16
Concerns and Additional Questions		Reference
School will have a "traditional" program and the children will be fed in the same manner as current students. However, it is unclear how meals would be served to students participating in the "non-traditional" program seeking outside instruction. How will alternative education services differ from regular programs?		9(E) of page 16, and page 3

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Plan includes measures to use APSCN in all areas of operation.		Page 17
Concerns and Additional Questions		Reference

STANDARD 11 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.

- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
School will use existing district facility for students.		Page 17
Concerns and Additional Questions		Reference
Pending review by the Facility Department. Additional information is needed regarding the utilization of a four classroom facility serving a maximum enrollment of 300 students. The application is unclear regarding future facility needs as the school reaches maximum enrollment.		Page 15, and 17

Charter School Site Visit Report

Date: 12/2/2008

1. Charter School: Lincoln Academic Center of Excellence

2. Location: Lincoln Alternative School (existing building) at the Lincoln School District in Lincoln, AR.

3. General Observations: New building built in 2005. Brick exterior, standing seam metal roof, tile floors, lay-in acoustical ceiling. The facility is well lit and has central heating and air conditioning.

4. Academic Suitability: The facility is 6,209 sq. ft. with four classrooms, two gang restrooms which are ADA accessible and one separate ADA accessible restroom. The school cafeteria is next door.

5. ADA Accessibility: The building appears to be completely accessible.

6. Life Safety Codes: The building is equipped with a fire alarm. No life safety issues were observed.

7. Conclusion: The facility may not meet the full range of the most current standards as stated in the Arkansas Facility Manual. But, given waivers for non-compliance with the most current facility standards, the facility does appear to meet the most critical facility needs.

8. Recommendation: That the facility be brought up to the full standard or waivers be issued/or extended by the state board.

9. Asbestos: Due to the date of construction, the facility should not have any asbestos in the building.

STANDARD 12 OF APPLICATION: WAIVERS

The Waivers section should provide describe any waiver from local or state law for which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of any waiver requests; and
- A compelling description of how the school will address any waivers.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
<p>Insufficient information is provided regarding the waiver request for Carnegie Units. A description of how competency based mastery learning will replace the Carnegie Units is needed.</p> <p>Class size and teaching load explanation is too vague.</p> <p>Why hire a reading specialist and clerk when existing media specialist could be used with these students? Explanation is too vague.</p>		Pages 18-19
Legal Comments		Reference
<p>Ark. Code Ann. §§ 6-15-1004, 6-17-401 and 6-17-902:</p> <ul style="list-style-type: none"> • The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor’s degree and meet content knowledge requirements <u>if they teach core subjects.</u> • The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE’s procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438. • All teachers and school personnel must submit to the criminal background checks. <p>Ark. Code Ann. § 6-16-102 and Section 10.01.4 of the Department Rules Governing Standards for Accreditation (Standards Rules) (definition of “school day”): The applicant states that its planned instructional time will be a minimum of 30 hours per week with a minimum of 20 hours a week of face-to-</p>		Pages 18-19

face teacher/student interaction. The Division of Learning Services should help ensure that such a proposed combination of “face-to-face” and distance learning and/or virtual instruction satisfies its requirements. The applicant further requests a waiver “from Carnegie units to competency-based/mastery learning”. At this time, it is recommended that such a waiver be denied, as it runs contrary to credit-earning provisions contained throughout the Standards Rules. Comments from the Division of Learning Services would be of assistance on this point.	
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STANDARD 13 OF APPLICATION: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant’s understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Application addresses this area fully.		Page 20
Concerns and Additional Questions		Reference

STANDARD 14 OF APPLICATION: PARENTAL AND CERTIFIED EMPLOYEE INVOLVEMENT

The Parental and Certified Employee Involvement section should describe how parents or guardians of enrolled students, and the certified employees of the school, will make a positive impact on the school and its educational programs.

Evaluation Criteria:

A response that meets the standards and will present:

- A plan for involving parents, guardians, and the school’s certified employees in the school’s educational programs.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Application does address parental involvement.		Pages 20-21

Concerns and Additional Questions	Reference
Application does not define how parents will be used to determine priorities, develop interventions, and evaluate those items other than to mention the use of the ACSIP plan. The application needs to go deeper into specific parental involvement strategies in the development of the school improvement plan.	Pages 20-21

ADDITIONAL COMMENTS:

The application does not provide adequate evidence in the establishment of the need for this charter school.

The application is extremely vague in its definitions and strategies for addressing the needs of targeted students.

The enrollment process should be open to all students. No priorities should be given or allowed.

The application fails to establish unique programming that is not already available to students within the district.

LINCOLN ALTERNATIVE SCHOOL

Member North Central Association Of Colleges and Schools

Mailing: P.O. Box 1127 Shipping: 117 Boyer Street, Suite A Physical: 611 E.P. Rothrock Drive Lincoln, Arkansas 72744

Clay Hendrix, Alternative School Director

Voice: 479-824-3010 Ext. 3132 FAX: 479-824-3057

RECEIVED
JAN 27 2009
CHARTER SCHOOL OFFICE

1/26/2009

Re: Response to 2008-2009 Public Charter School Application Evaluation Report for
Lincoln Academic Center of Excellence

Dr. Mary Ann Brown
Arkansas Department of Education
Public Charter School Office
Four State Capitol Mall, Room 105-C
Little Rock, AR 72201

Dear Mary Ann,

Please find the response to the charter school application evaluation report for Lincoln Academic Center of Excellence enclosed. Do not hesitate to contact me if you have any questions or comments concerning this response.

Regards,



Clay Hendrix

Enclosures: 4

- Response to the 2008-2009 Public Charter School Application Evaluation Report
- Presentation from Public Meeting October 27, 2008
- Original Application Attachment A – Affidavit of Publication and reduced copy of actual publication
- Original Application Attachment C – Public Notice send to parents and certified staff in the school district

Response to the
2008-2009 Public Charter School Application Evaluation Report
for
Lincoln Academic Center of Excellence

January 22, 2009

Please find a response to items scored as "Partially Meets the Standard" and "Does Not Meet the Standard" on the following pages of this document. Sections that were scored as "Meets the Standard" were not included in this response. The comments from the reviewers were quoted here in boldface type. The responses are below each quotation.

STANDARD 1 OF APPLICATION: PUBLIC HEARING RESULTS

“No copy of the presentation given at the Public Meeting describing the program to be offered at the charter school was provided on the application.”

Please find a copy of the presentation given at the Public Meeting attached to this response.

“Sign-in sheet shows a low number of attendees.”

The sign in sheet shows the actual number of attendees. The degree to which one can control the attendance of the public is limited. Large districts that have gone through the same procedure have also had few attendees.

“Although there was an affidavit of publication, no copies of publications were placed in application.”

There was a photocopy of the publication included. It was ATTACHMENT A. Please look in the bottom right hand corner of that document for a reduced version of the actual publication.

“No notice to parents was presented in application nor for certified personnel.”

There was a photocopy of the notice presented to parents and certified personnel. It is ATTACHMENT C. This was distributed to all parents and certified staff in the district. It was also posted at other public meetings including the Lincoln area chamber of commerce and Lincoln Kiwanis Club meetings.

STANDARD 2 OF APPLICATION: MISSION STATEMENT

“Further clarification is needed regarding the measurability and manageability of the mission statement. How will physical and mental health be measured? How will social skills be measured?”

We will measure these in a variety of ways including increased graduation rate, higher number of students participating in service learning and community service projects, and by the reports from the counselors that provide the group therapy sessions that focus on social skills and mental health, as well as fewer incidents involving discipline issues.

STANDARD 3 OF APPLICATION: EDUCATIONAL NEED

“Further clarification is needed regarding the education need for the school. Data is lacking in establishing a need for the school for middle grades.”

We are in a high poverty area of the county with significant at-risk factors including drug and alcohol abuse, teen pregnancy, abuse, and unmet nutritional needs (over 200 snack packs a week are distributed to students in our school district).

Our school district has a high dropout rate (up to 20%) and a cycle of the failure of the education system to meet the needs of our students. We need the flexibility to meet the academic, social, emotional, and physical needs of these students to impact and educate the whole child. The middle school shares the poverty and at-risk behavior statistics of the rest of the school district. Even though the middle school is not on alert or in school improvement as the high school and elementary school are, there are still a great number of middle school

students that are effected by poverty and engage in the at-risk behaviors as indicated in the district profile. Because of the great need we cannot address only the academic aspect of children's needs but must meet all factors to break the cycle of failure many of the students encounter.

We plan to make these opportunities available to all students within our school district including those currently enrolled in the school district as well as private schooled children, and home schooled children.

"The application only cites elementary and high school academic improvement needs."

This is a K-12 application and we have the same demographics for Middle School, as we have for high school, and elementary. We have a high concentration of poverty, at-risk behaviors, nutritional needs, as well as a great need for school/home partnership to ensure success across the district.

"What are the 'obstacles' students face at Lincoln that verifies the need for this charter school?"

The obstacles are a system wide low scoring literacy rate, high drop-out numbers (20%), a high concentration of poverty (approaching 70%), need for nutritional assistance (200 backpacks a week), and many other at-risk factors (teen pregnancy, drug/alcohol use, etc.).

"The application simply appears to create a before/after school program for the elementary students and a way for the district to use state charter school funds for an ALE program that already exists."

This is a K-12 application and the charter school will customize the education plan for each child/family based on their needs. The current ALE program is limited and cannot provide the flexibility requested in this application. The current ALE program cannot provide services except to those students that qualify for an alternative learning environment. We plan to offer flexibility to more students than just those in the ALE program.

The extended time is a very necessary component of the charter and addressing the need for flexibility. This is not a traditional school and will require we have a longer day and school year to meet their needs. We have a sense of purpose to improve the education for all of our students.

"Little data was given to support their request." (Data enclosed)

We have almost 70% poverty with great needs K-12

We have great needs for nutritional help for our students (200 backpacks for food)

Drop-out rate for high school (20%)

Low literacy scores

Drug/Alcohol Usage (Survey Results: 28% students in grades 9-12 use tobacco, over 50% consumed alcohol in the past 30 days, similar results for multiple other at-risk behaviors)

Teen Pregnancy on the rise

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

"Computer-based learning, distance learning, research-based instructional practices (not defined in application), direct instruction, and concurrent credit classes are nothing different from what the students in the Lincoln School District receive now. What is going to be

different about the educational programs taught by the charter school, than from what the students are already receiving in the current school programs?"

Computer instruction will be a part of the application: We will have independent classes, distance learning courses, course recovery, project based learning, mastery learning, and web based on line learning with help from certified teachers. We will use these instructional strategies and practices to ensure the standards of the Arkansas Curriculum Frameworks are met for students in the charter school. We will customize the curriculum offerings, classes, and support to students and families based on their needs. The goal is to have opportunities for students to be connected 24/7 for more learning and extended learning. Students are more engaged when using the technology and mobile learning opportunities, using podcasts, phones, computers, and web-based classes with help from certified teachers.

"Little description was given regarding mastery and project based learning. No connection was described between those specific educational programs and their link to the Arkansas Frameworks."

Mastery learning is an instructional strategy and not a curriculum itself. Mastery learning delivers any curriculum, in our case the standards of the Arkansas Curriculum Frameworks to students. In mastery learning, student progress through the curriculum at their own speed, however, they do not move from a standard until mastery of that skill has been demonstrated. In this manner, students receive the extra help they need to master standards that are difficult for them as individual learners, but can progress more independently through the standards that they can more easily master as individual learners. In this environment, teachers assist students wherever they need the extra help. The mastery learning instructional strategy does not detract from providing students with the 38 units as required.

Project based learning is an instructional strategy that provides students with opportunities to master standards of the Arkansas Curriculum Frameworks through extended projects. These projects frequently tie these standards to high interest projects in which students can fully engage in the learning process. These projects may be cross-curricular and involve standards from multiple course content areas. *Many of these projects could include hands-on activities.* This instructional strategy does not take away from the required 38 units.

We have replicated a program that was selected as one of the top 25 best charter schools in the nation. We have also implemented the national JAG (Jobs for American's Graduates) program. These are very important models for our students to help them with job skills for the *21st Century Learning opportunities and the application of learning.*

"The application cites the use of The Learning Institute to develop common assessments. This is not unique to the proposed charter school."

This is not unique to the charter school, but is an important tool we will use to monitor *the academic progress of the students and the academic success of the school.* We are currently using Target Testing from the local education service cooperative, The Learning Institute testing, and other observations/interim assessments to focus on the individual educational needs of each child.

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

"Data from students currently in the ALE program could have been used as a baseline. Percentages of elementary students not scoring proficient could have been used as a baseline."

No specific goals were mentioned in application to address content areas. The application should be more specific regarding the establishment of measurable academic goals."

We believe it is important for us to use benchmarking through a variety of measures, setting goals, and assessing for continuous improvement. We not only propose using benchmark data for the school and improvement, but also a True Growth Model to validate the success of individual students on end-of-course exams, benchmark exams, the ACT exam, AP exams, norm-referenced exams, interim assessments, social development, leadership skills, and workforce. We have a performance pay based on the improvement in school wide scores, evaluations, cluster scores in reading/math, but also in a fourth category of integration of Skills of the 21st Century. We have data analysis to track and shown the improvement made in these areas.

Data from previous years for the students currently in the alternative school was reported in data for their home schools: high school or middle school. Prior to academic school year 2008-2009 students in an alternative learning environment were enrolled in high school or middle school. This is the first year in which the alternative school has been a separate school with its own LEA and will have its own exam score reports.

The charter school staff will work to move students to higher quartiles than they have scored previously. Our goal will be to move students that scored below basic and basic to proficient and advanced. Our measurable goal will be to improve the percent proficient and advanced by ten percent each year.

RD 6 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

"Curriculum plan is very broad and vague. Curriculum planning should be ongoing throughout the school year. No timeline given."

We are a member of the Total Instructional Alignment Project and we have aligned our curriculum in the core subjects (Math, English, Science, and Social Studies) for K-12 and have pacing guides we have used to build standards based reports cards for parents, students, and teachers to align with grading procedures. There is no timeline given because we develop, align, and improve our curriculum continually.

Our district participates in the Teacher Advancement Program (TAP). Through TAP meetings are conducted three weeks of the month. During these meetings, among other things, weaknesses in curriculum are identified and the TAP leadership team works to make improvements as the year goes along. In this way, we develop, align, and improve our curriculum continually. The curriculum will be based on the Total Instructional Alignment documents developed by master teachers from the sixteen schools in the Northwest Education Cooperative.

RD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

"The recruitment plan is vague. Not reflective of the charter school model regarding student eligibility options, and priority of students. The applicant states that 'Lincoln Academic Center of Excellence' will be open to all students who reside in the Lincoln Consolidate School District.' However, the applicant further lists a priority system to determine enrollment. The priority system set out in the Application is not in keeping with the requirement of nondiscriminatory admission of students. All children who are eligible to attend school in Lincoln Consolidated School District must be given an equal opportunity to attend the charter school."

Student enrollment will be determined by lottery and all students in the Lincoln Consolidated School District will have equal opportunity to attend the charter school.

STANDARD 8 OF APPLICATION: STAFFING PLAN

“According to the staffing plan there are sixteen instructors, which conflicts with the number listed on the budget pages. The qualifications for the literacy specialist, math specialist, and teachers are not addressed in the application.”

We will plan to meet the staff plan for a ratio that meets standards in all areas with multiple certifications. The staffing is based on the number of students, their needs, and programming for academic, social, and emotional needs of children. Requirements for math specialist and literacy specialist will be based on standards for these positions as developed by the Arkansas department of education.

The staffing plan in the application is based on the maximum enrollment for students. The budget indicates our predicted enrollment and staffing needs for the first year of the charter school. This may present an apparent discrepancy. Required staffing ratios will be observed based on student enrollment.

Funding from a variety of sources including NSLA, charter funds, and ALE funds will be utilized to run the charter school.

STANDARD 11 OF APPLICATION: FACILITIES

“Pending review by the Facility Department. Additional information is needed regarding the utilization of a four classroom facility serving a maximum enrollment of 300 students. The application is unclear regarding future facility needs as the school reaches enrollment.”

The students will be on a flexible schedule with some coming in the morning and some in the afternoon according to their work-based program. We will also have some with curriculum delivered synchronous and some asynchronous, again based on their individual customized plan. Some will be receive instruction before/after school and summer school.

STANDARD 12 OF APPLICATION: WAIVERS

“Insufficient information is provided regarding the waiver request for Carnegie Units. A description of how competency based mastery learning will replace the Carnegie Units is needed.”

We are not requesting a waiver from the required 38 units of course offerings. Through Academic Center for Excellence and Lincoln High School, students will be offered each of the required 38 units. The waiver requested is from the method of assigning credit based on minutes of instruction and an averaged semester grade to the method of mastery learning.

Mastery learning is an instructional strategy and not a curriculum itself. Mastery learning delivers any curriculum, in our case the standards of the Arkansas Curriculum Frameworks to students. In mastery learning, students progress through the curriculum at their own speed, however, they do not move from a standard until mastery of that skill has been demonstrated. In this manner, students receive the extra help they need to master standards that are difficult for them as individual learners, but can progress more independently through the standards that they can more easily master as individual learners. In this environment, teachers assist students wherever they need the extra help. The mastery learning instructional strategy does not detract from providing students with the 38 units as required.

“Class size and teaching load explanation is too vague.”

We requested this standard to be waived due to the nature of the program design. We fully intend to adhere to a ratio of teachers to students that meets standards. However, circumstances may dictate that this ratio be higher due to enrollment and teacher availability.

“Why hire a reading specialist and clerk when existing media specialist could be used with these students? Explanation is too vague.”

Reading specialist and media specialist have different certifications and different professional knowledge. Media specialists make resources from a variety of media available to students to create a rich learning experience, improve the quality of instruction, and increase student achievement. Reading specialists are those individuals that have a reading degree and are technically trained to increase students’ reading abilities. We have students struggling due to being many reading grade levels behind. This a great need for a reading specialist and his or her expertise.

STANDARD 14 OF APPLICATION: PARENTAL AND CERTIFIED EMPLOYEE INVOLVEMENT

“Application does address parental involvement.”

The application does address parental involvement. Please see text quoted from original application in italic typeface and the additional statement below.

“Parents and certified staff will help to determine priorities for the school. Furthermore, parents and certified staff will help to develop interventions that will facilitate the improvement of these items. They will also be involved in the evaluation of these interventions and help determine if the interventions should be modified or replaced and how. The ACSIP process will be used to develop the school improvement process. The ACSIP committee will be comprised of parents and certified staff. They will meet periodically to create and revise the ACSIP plan.” The school, parent, student, and community partnerships are critical to ensuring this charter’s success.

“A survey will be sent to parents and certified staff before work on the improvement plan has been completed to solicit their input. Parents and certified staff will be encouraged to attend sessions in which the improvement plan is reviewed, evaluated for effectiveness and implementation, and revised. At these meetings parents and certified staff will contribute to the process of keeping the improvement plan current and effective by suggesting ideas for new treatments and a different perspective of the effectiveness of the plan in the last school year. The environment in these meetings will be set by the director and will be one in which opinions and comments are valued and options not generated by administration are explored.”

In addition parents will be involved in developing policy for the student handbook. We believe the input they will provide from their perspective will be vitally important in making the charter school successful. Examples of the policies that their perspective will be directly sought includes, but is not limited to: drug and alcohol screening and treatment, mental and physical health screening and treatment, how parents should be a part of the intake process for students, and how parents can benefit the school during planning for each student’s educational plan.

Presentation
of
Application to State Board of Education
and
Arkansas Department of Education
for
Approval of Conversion Charter School
to
Lincoln Consolidate School District Board of Education,
Community Members, Parents, Students, Staff and
Administration

October 27, 2008
6:00 PM

Special Community Meeting
and
Lincoln Consolidated School Board of Education Meeting

A black and white photograph of a wooden desk. On the desk, there is a lamp with a dark shade, a stack of papers, and a pen. The background is a textured, slightly grainy surface.

Welcome

Lincoln Consolidated School District
Teachers, Administrators, Staff, and Public

Public Hearing to

Discuss Conversion Charter School

Lincoln ACE/ALE

6:00 PM

Agenda

- Welcome
- Presentation from
Superintendent and ALE
Director
- Public Comment
- Q & A
- Regular Board Agenda

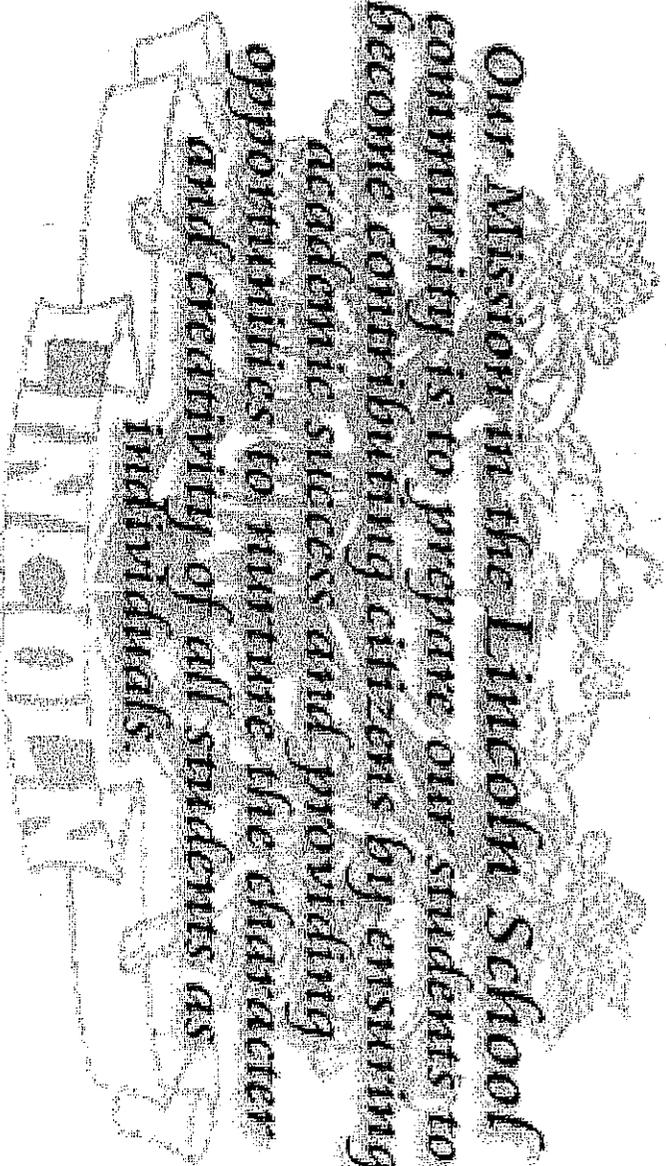
Lincoln Consolidated School District

Lincoln, Arkansas

**Our Vision is
Where all belong,
all learn and all
are successful!**

Lincoln Consolidated School District

Lincoln, Arkansas



Our Mission in the Lincoln School community is to prepare our students to become contributing citizens by ensuring academic success and providing opportunities to nurture the character and creativity of all students as individuals.

Lincoln Consolidate Public Schools

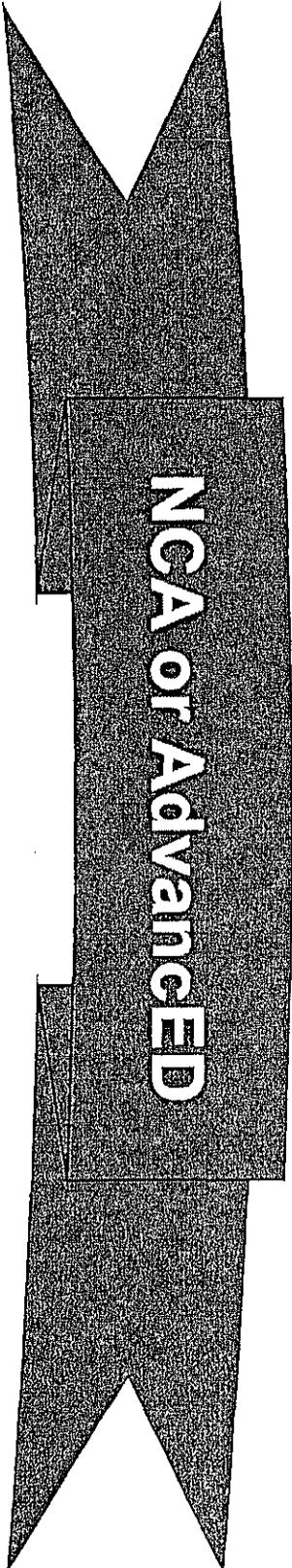
Goals for 2008-2009 School Year

- Improve Individual Student Achievement, especially in reading, language arts, math, science, and social studies by exceeding national, state, and district standards.
- Strengthen the partnership and support for learning among students, staff, families, and community. Whole Child
- Provide a safe, nurturing, and orderly environment for teaching and learning
- Enhance staff effectiveness by providing quality professional development, recognition, and leadership.

The Basics of a Systems

Approach

- 1. *Vision & Purpose***
- 2. *Governance & Leadership***
- 3. *Teaching & Learning***
- 4. *Documentation and using Results***
- 5. *Resources and Support Systems***
- 6. *Stakeholders Communications & Relationships***
- 7. *Commitment to Continuous Improvement***



NCA or Advanced

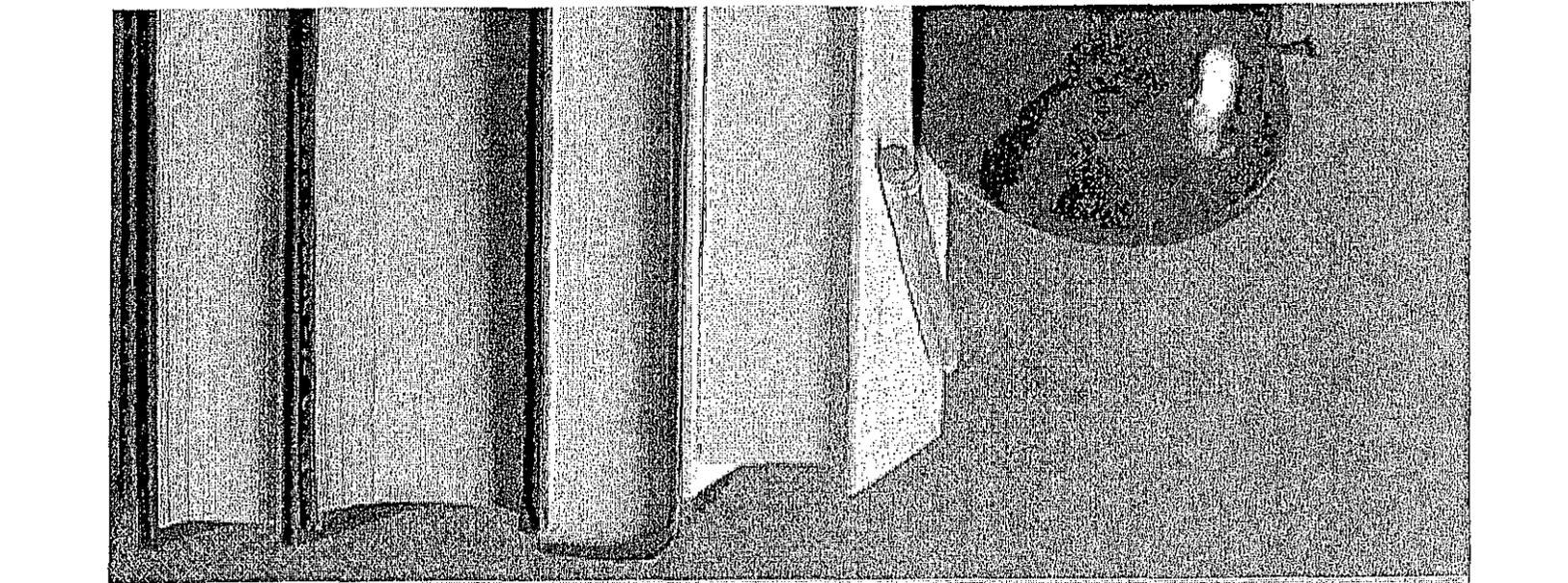
21st Century Skills

<p>C</p> <p>College Prep</p>	<p>D</p> <p>Think, Problem Solve, Techno- Literate, Soft Skills-Communication, Attendance, Work as a Team</p>
<p>A</p> <p>Basic Skills</p>	<p>B</p> <p>Vocational Skills/Ready for Work</p>

A New Compact to Educate the Whole Child

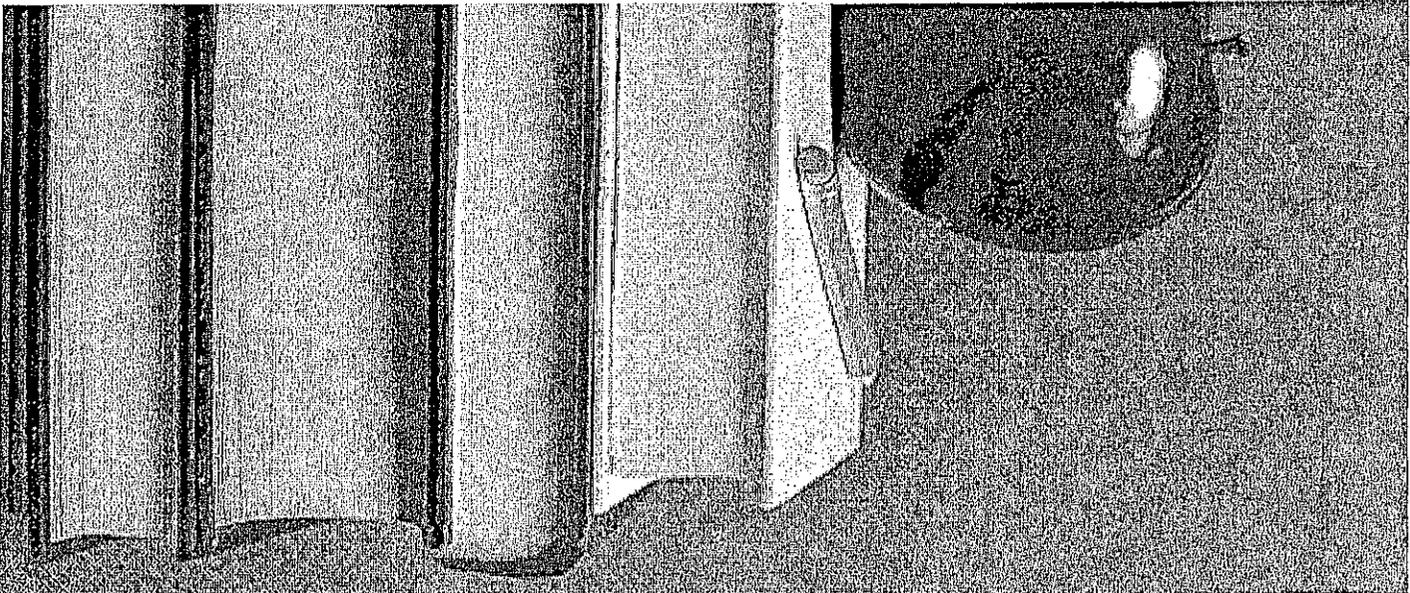
ASCD calls upon educators, parents, policymakers, and business leaders to ensure that, in their own community:

- **Each student enters school *healthy* and learns about and practices a healthy lifestyle.**
- **Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.**
- **Each student is actively engaged in learning and is connected to the school and broader community.**
- **Each student has access to personalized learning and to qualified, caring adults. Supportive Community**
- **Each graduate is prepared for success in college or further study and for employment in a global environment. Challenging**



Lincoln Alternative Learning Environment

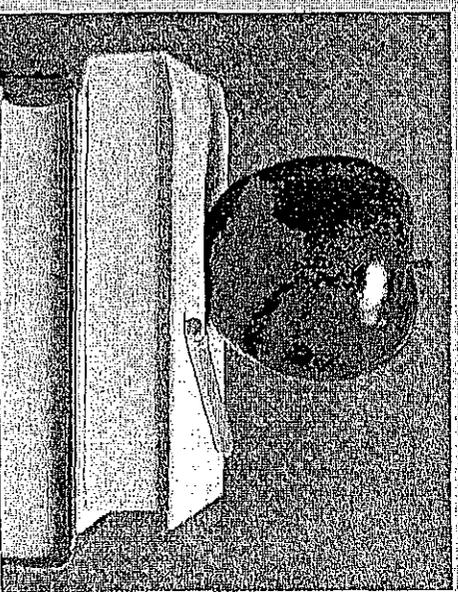
- Reason for Bringing Students back to home campus
 - Long Bus Route
 - -two hours of six hour instructional day lost (loss of 1/3)
 - Accountability-not proficient
 - Belief we can do a better job and connect with the student
 - They are Our students
 - Saving lives



Curriculum

- Mastery Learning
- Project based learning
- JAG-Jobs for Arkansas Graduates
- Service Learning Projects
- High Tech classes-customized to the needs of students and families
- Distance Learning Classes
- Odyssey Courses
- Acellus Classes
- Web Based Classes
- Virtual HS Classes
- Concurrent Enrollment Classes
- AP Classes
- Tutoring-Course Recovery-Remediation

Waivers Requested Flexibility and Mastery



State Statute Waivers Requested

6-15-1004

Qualified teachers in every public school classroom

ACE Charter School requests the flexibility to employ instructors it feels will be the most successful in the program regardless of licensure status.

6-16-102

School day

Due to program design, ACE School requests that the school day be four (4) instructional hours per day or twenty (20) per week for twelve months. We are requesting competency based/mastery learning.

Teacher's license requirement

ACE program design facilitates the need to utilize contracted services for personnel to instruct specialized topics for a few hours daily or short periods of time; therefore, full compliance with this statute would be restrictive.

Definition of a teacher

ACE program design facilitates the need to utilize contracted services for personnel to instruct specialized topics for a few hours daily or short periods of time; therefore, full compliance with this statute would be restrictive.

6-17-1501
through

Teacher Fair Dismissal Act

6-17-1510 In order to recruit and maintain the most highly qualified instructors to teach such a diverse student population, a request for this waiver is being made. Lincoln Academic Center of Excellence pledges that all constitutional due process will be followed in all employee dismissal events.

Public School Fair Hearing Act

6-17-1701 through 6-17-1705 In order to recruit and maintain the most highly qualified instructors to teach such a diverse student population, a request for this waiver is being made. Lincoln ALE/ACE pledges that all constitutional due process will be followed in all employee dismissal events.

Committee for Each School District ACE Charter School requests that the charter school not be subject to review by the Personnel Policies Committee due to the program design.

Standards Waivers Requested

V. Instruction

A. Required Time for Instruction and School Calendar

Due to program design, ACE Charter School requests that the school day be four (4) instructional hours per day or twenty (20) per week for twelve months. We are requesting competency based/mastery learning.

B. Class Size and Teaching Load

Due to program design, ACE Charter School requests that this standard be waived. ACE strives to keep the traditional educational setting classroom to a 12-1 ratio, but in the non-traditional educational setting the required ratio would not allow the flexibility needed.

Attachment A

Arkansas Democrat Gazette

NORTHWEST ARKANSAS EDITION

Northwest Arkansas Times
Benton County Daily Record
P. O. BOX 1607
FAYETTEVILLE, AR 72702
PHONE: 479-571-6415

AFFIDAVIT OF PUBLICATION

I, Karen Caler, do solemnly swear that I am the Legal Clerk of the Arkansas Democrat Gazette newspaper. Printed and published in Benton County Arkansas, (Lowell) and of bona fide circulation, that from my own personal knowledge and reference to the files of said publication, the advertisement of

LINCOLN CONSOLIDATED SCHOOL DISTRICT:
Notice of Public Hearing (October 27, 2008)

Was inserted in the Regular Editions on:
October 6, 13, 20, 2008

Publication Charge: \$ 135.60

Karen Caler

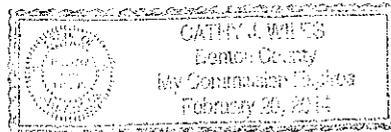
Karen Caler

Subscribed and sworn to before me
This 20 day of Oct., 2008.

Cathy Wiles

Notary Public

My Commission Expires: 2/20/2014



****NOTE** Please do not pay from Affidavit.
Invoice will be sent.**

PUBLIC NOTICE
The Lincoln Consolidated School District will conduct a public hearing on Monday, October 27th at 6:00 pm to discuss plans for a conversion charter school. This meeting will be held in the Board Room of the Administrative offices located at 117 Boyer Street, Suite A, in Lincoln Arkansas. We will invite public comments concerning our plans for this charter application prior to consideration of the application by the Lincoln Board of Education.
53294882 Oct. 6, 13, 20, 2008

Public Notice

The Lincoln Consolidated School District will conduct a public hearing on Monday, October 27th at 6:00 pm to discuss plans for a conversion charter school. This meeting will be held in the Board Room of the Administrative offices located at 117 Boyer Street, Suite A, in Lincoln Arkansas. We will invite public comments concerning our plans for this charter application prior to consideration of the application by the Lincoln Board of Education.

Attachment C