

# 2009 Balanced Score Card

<u>Reading</u>	<u>L/A</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>	<u>Subgroups</u>	<u>Human Resources</u>	<u>Parent Involvement</u>
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A.L. Burruss School

Julie King, Principal



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Resources](#)[Parent  
Involvement](#)

## **CRCT Reading**

***% Meets & Exceeds***

Grade Level	2007	2008	2009
1	100	93	94
2	97	98	89
3	86	100	92
4	75	86	82
5	83	91	93

## **Writing**

***% Meets & Exceeds***

Grade Level	2007	2008	2009
5	79	72	83

09-10: Strategies: - Use of Benchmarks to differentiate instruction; Flexible grouping; Scheduled independent reading time; AARA Academic Interventionist



Balanced Score Card



## ***CRCT Language Arts***

### ***% Meets & Exceeds***

<b>Grade Level</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>1</b>	<b>94</b>	<b>88</b>	<b>92</b>
<b>2</b>	<b>95</b>	<b>89</b>	<b>88</b>
<b>3</b>	<b>87</b>	<b>83</b>	<b>84</b>
<b>4</b>	<b>71</b>	<b>87</b>	<b>86</b>
<b>5</b>	<b>86</b>	<b>85</b>	<b>93</b>

09-10 Strategies: Monthly grade level team collaboration with literacy coach; Continue Write From the Beginning strategies & Thinking Maps



## ***CRCT Mathematics***

### ***% Meets & Exceeds***

<b>Grade Level</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>1</b>	<b>94</b>	<b>91</b>	<b>91</b>
<b>2</b>	<b>90</b>	<b>97</b>	<b>90</b>
<b>3</b>	<b>92</b>	<b>76</b>	<b>80</b>
<b>4</b>	<b>75</b>	<b>69</b>	<b>69</b>
<b>5</b>	<b>82</b>	<b>80</b>	<b>96</b>

09-10 Strategies: Math = Scheduled 1 ½ hours daily; Flexible math groups, Monthly grade level collaboration and demonstration lessons with MCS math coach focused on GPS; After school tutoring; AARA Academic Interventionist; Professional learning focused on math GPS

Balanced Score Card



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## **CRCT Science**

### ***% Meets & Exceeds***

<b>Grade Level</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>1</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>2</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>3</b>	<b>79</b>	<b>71</b>	<b>84</b>
<b>4</b>	<b>69</b>	<b>71</b>	<b>70</b>
<b>5</b>	<b>64</b>	<b>69</b>	<b>83</b>

09-10 Strategies: Science lab for hands-on experiences to make learning memorable; Use of science non-fiction text during reading instruction



## **CRCT Social Studies**

### ***% Meets & Exceeds***

<b>Grade Level</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>1</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>2</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>3</b>	<b>94</b>	<b>88</b>	<b>82</b>
<b>4</b>	<b>87</b>	<b>93</b>	<b>69</b>
<b>5</b>	<b>82</b>	<b>82</b>	<b>76</b>

09-10 Strategies: Text related to social studies GPS used during reading instruction; Increase resource list of web-based social studies resources



## ***2009 Subgroup Reading Performance***

### ***% Meets & Exceeds***

<b>Group</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>ED</b>	89	86	88	70	87
<b>LEP</b>	100	100	100	67	100
<b>SWD</b>	58	38	71	56	50

09-10 Strategies: Flexible reading groups focus on specific skills needs; Interventions assigned and monitored by Rtl teams



## ***2009 Subgroup Math Performance***

### ***% Meets & Exceeds***

<b>Group</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>ED</b>	78	86	46	44	90
<b>LEP</b>	67	100	80	67	100
<b>SWD</b>	43	38	38	44	50

09-10 Strategies: Flexible math groups focus on specific skills needs; Interventions assigned and monitored by Rtl teams; Professional learning focused on math GPS; Teachers work with math coach to design instruction for struggling students



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## Human Resource Highlights

	2007	2008	2009
<b>% Highly Qualified Teachers</b>	100%	100%	100%
<b>% Advanced Degrees</b>	74%	80%	61%
<b>% Para Pros Highly Qualified</b>	100%	100%	100%
<b>% Voluntary Separation</b>	8%	14%	3%
<b>% Retirement</b>	0%	5%	0%
<b>Avg. Days Sick Leave Teachers/Adm.</b>	9.87/1.5	6.52/2.25	9.33/2.00
<b>Avg. Days Prof. Learning Teachers/Adm.</b>	1.85/5.0	4.89/4.50	1.5/5.6

# Attendance

(% of students missing 15 or more days of school)

Subgroups	All Students	Black	Hispanic	White	SWD	ELL	ED
2007	2.5%	2%	0%	2.8%	4.3%	0%	3.3%
2008	3.4%	3.4%	5.6%	1.3%	12.8%	0%	4.3%
2009	1.8%	3.1%	0%	1.4%	3.7%	0%	2.6%

**09-10 Strategies:** Communication between home and school regarding attendance;  
Counselor and social worker teaming to work with families with attendance needs

## ***Conference Week Statistics***

Year	Fall	Spring
2006-2007	93	94
2007-2008	97	93
2008-2009	97	93

09-10 Strategies: Increase personal contacts from teachers; Taxis provided as needed; Flexible schedule including early AM and late PM conferences; Translators available; Connect-Ed announcements to families

