

# 2011-2012 BALANCED SCORECARD

Posted 1/31/2014

**MISSION**  
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**GOALS**  
1. Achieve and Maintain Academic Excellence  
2. Engage Parents and Community  
3. Operate effectively with Integrity and Fiscal Responsibility

**BALANCED SCORECARD PERSPECTIVES**  
Academic Achievement  
Customer  
Financial  
Internal Business Process  
Learning and Growth

Meets expectations (met 2011-12 Target)    
 Steady or Improving but needs continued focus (did not meet 2011-12 Target but improved over 2010-11)    
 Not meeting expectations (did not meet 2011-12 Target/did not improve over 2010-11)

BSC Perspective	Key Component/Strategic Objectives	Measures	Actual 2009-10	Actual 2010-11	Target 2011-12	Actual 2011-12		
<b>Goal 1: Achieve and Maintain Academic Excellence</b>								
<u>Academic Achievement</u>	1.0	A. Rigorous and Relevant Educational Program	A,B,E % of Students placed in <b>Honors Course</b> N=Students with 3.3 GPA or better	Middle: 34.3% High: 79.8%	Middle: 41.1% High: 76.5%	Middle: 43% High: 80%	Middle: 43.1% High: 57%	 
			A,E % of 7th graders taking <b>High School Courses</b>	6.4%	7.4%	9.0%	4.3%	
		B. Measurable and Continuous Improvement	A,E % of 8th graders taking <b>High School Courses</b>	34.1%	32.1%	34.0%	34.4%	
			A,E % of Students taking <b>Advanced Courses (All AP, IB, SBP, WCC classes) in grades 9-12</b> *adjusted data	13%*	13%*	14%*	14.5%*	
		C. Effective Instruction	A,B,E # of Seniors having earned <b>Advanced Placement, International Baccalaureate, and Dual Credit</b>	695	665	695	691	
			A,B,E % of <b>Advanced Placement Exams</b> passed with a score of 3, 4, or 5	28%	25%	35.0%	25.0%	
		D. Safe and Supportive Schools	A,B,E # of <b>Advanced Placement (AP) courses</b> offered	AP - 20 SBP - 17	AP - 20 SBP - 16	AP - 22 SBP - 17	AP - 19 SBP - 15	 
			A,B,E # of <b>School Based Programs (SBP)</b> for dual credit offered					
		E. Equity	B,A,E % of Students earning <b>Academic Honors, Technical Honors, International Baccalaureate and Core 40 Diplomas</b>	76.7%	81.2%	78.0%	86.8%	
			A,B,E # of <b>International Baccalaureate Certificates</b> earned	8	27	30	61	
		A,B,E # of <b>International Baccalaureate Diplomas</b> earned	8	10	10	5		
		A,B,E % of Students taking the <b>Scholastic Achievement Test (SAT) and American College Testing (ACT)</b>	SAT: 53% ACT: 16%	SAT: 55.5% ACT: 18.1%	SAT: 57% ACT: 22%	SAT: 61% ACT: 16.9%	 	
		A,B,E Average <b>Scholastic Achievement Test (SAT) score and American College Testing (ACT) score</b>	SAT: 938 ACT: 20.3	SAT: 930 ACT: 20.2	SAT: 970 ACT: 22.7	No data yet		
A,B,E % of 10th Graders taking the <b>Pre Scholastic Achievement Test (PSAT)</b>	56.8%	85.0%	86.0%	84.0%				

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<b>Goal 1: Achieve and Maintain Academic Excellence</b>									
<u>Academic Achievement</u>	1.0	A. Rigorous and Relevant Educational Program	B,A	% of Students in K-3 performing at or above grade level in <b>Reading</b> <i>*New Source for data collection</i>	K: 90% Gr. 1-3: 67%	K: 92% Gr. 1-3: 72%	K: 93% Gr. 1-3: 75%	K: 89.3%* Gr. 1-3: 77.3%	
		B. Measurable and Continuous Improvement	B,A	% of Students in grades 4, 5 performing at or above grade level in <b>Reading</b>	4th: 68% 5th: 75%	4th: 67% 5th: 76%	4th: 69% 5th: 78%	4th: 67% 5th: 74%	
		C. Effective Instruction	B,A	% of Students in grades 6, 7, 8 performing at or above grade level in <b>Reading</b>	67%	70%	73%	72%	
		D. Safe and Supportive Schools	B,A	% of Students in grades 9, 10, 11, 12 performing at or above grade level in <b>Reading</b>	65%	69%	71%	68%	
		E. Equity of Access and Opportunity	B	% of Students passing <b>Core 40 End-of-Course</b> assessment in English 10	51.9%	59.0%	61%	51%	
			B	% of Students passing <b>Core 40 End-of-Course</b> assessment in Algebra I	High: 38% Middle: 68.2%	High: 47% Middle: 90%	High: 40% Middle: 92%	High: 48% Middle: 86%	
				% of K-1 General Education students who make adequate progress in reading interventions as determined through <b>DIBELS</b> Grade Level Effectiveness			New	65.0%	
				% of 2-5 General Education students who make adequate progress in reading interventions as determined through the Fuchs and Fuchs " <b>Oral Reading</b> Fluency Adequate Response Table"			New	Data not collected/new data tool	

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<b>Goal 1: Achieve and Maintain Academic Excellence</b>								
<u>Academic Achievement</u>	1.0	A. Rigorous and Relevant Educational Program	B Reduce gap between State and FWCS student performance on spring <b>ISTEP</b> Eng/LangArts	Elem: 6% Middle: 12%	Elem: 4% Middle: 10%	Elem: 3% Middle: 9%	State no longer aggregates	
			B Reduce gap between State and FWCS student performance on spring <b>ISTEP</b> Math	Elem: 8% Middle: 11%	Elem: 7% Middle: 7%	Elem: 6% Middle: 6%	State no longer aggregates	
		B. Measurable and Continuous Improvement	B % of Students passing spring <b>ISTEP</b> Eng/LangArts in grades 3,4,5	70.0%	77.3%	80.0%	81.5%	
			B % of Students passing spring <b>ISTEP</b> Eng/LangArts in grades 6,7,8	60.0%	66.2%	70.0%	70.0%	
		C. Effective Instruction	B % of Students passing spring <b>ISTEP</b> Math in grades 3,4,5	69%	74.5%	77.5%	76.1%	
		D. Safe and Supportive Schools	B % of Students passing spring <b>ISTEP</b> Math in grades 6,7,8	64.0%	70.5%	73.5%	73.9%	
			B % of Students passing spring <b>ISTEP</b> Science in grades 4 & 6	Elem: 65% Middle: 43%	Elem: 63% Middle: 50%	Elem: 66% Middle: 53%	Elem: 71.4% Middle: 55.2%	
		E. Equity of Access and Opportunity	B % of Students earning a <b>Pass+</b> level on spring <b>ISTEP</b> in Eng/LangArts	Elem: 12% Middle: 10%	Elem: 15% Middle: 14%	Elem: 18% Middle: 17%	Elem: 16.7% Middle: 13.6%	
			B % of Students earning a <b>Pass+</b> level on spring <b>ISTEP</b> in Math	Elem: 22% Middle: 13%	Elem: 25% Middle: 17%	Elem: 28% Middle: 20%	Elem: 25.1% Middle: 18%	

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<b>Goal 1: Achieve and Maintain Academic Excellence</b>									
<u>Academic Achievement</u>	1.0	A. Rigorous and Relevant Educational Program	B	<b>Net difference in the % at or above proficiency on spring ISTEP Eng/LangArts between Af-Am. &amp; White students grade 3-8</b>	Elem: 23% Middle: 26%	Elem: 20% Middle: 26%	Elem: 17% Middle: 23%	Elem: 18.1% Middle: 24%	 
			B	<b>Net difference in the % at or above proficiency on spring ISTEP Math between Af-Am. &amp; White students grades 3-8</b>	Elem: 26% Middle: 28%	Elem: 25% Middle: 28%	Elem: 23% Middle: 26%	Elem: 26.1% Middle: 25.9%	 
		E. Equity of Access and Opportunity	B	<b>Net difference in the % at or above proficiency on spring ISTEP Eng/LangArts between Hispanic &amp; White students grades 3-8</b>	Elem: 11% Middle: 14%	Elem: 11% Middle: 14%	Elem: 9% Middle: 12%	Elem: 10.7% Middle: 13.6%	 
			B	<b>Net difference in the % at or above proficiency on spring ISTEP Math between Hispanic &amp; White students grade 3-8</b>	Elem: 10% Middle: 15%	Elem: 11% Middle: 11%	Elem: 9% Middle: 9%	Elem: 9.4% Middle: 13.5%	 

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<b>Goal 1: Achieve and Maintain Academic Excellence</b>								
<u>Academic Achievement</u> <u>Learning and Growth</u>	1.0 A. Rigorous and Relevant Educational Program B. Measurable and Continuous Improvement C. Effective Instruction D. Safe and Supportive Schools E. Equity of Access and Opportunity	B	<b>Net difference in the % at or above proficiency on spring ISTEP Eng/LangArts between Free-Reduced &amp; Full-Pay students grades 3-8</b>	Elem: 21% Middle: 24%	Elem: 18% Middle: 23%	Elem: 16% Middle: 22%	Elem: 16.6% Middle: 22.2%	
		B	<b>Net difference in the % at or above proficiency on spring ISTEP Math between Free-Reduced &amp; Full-Pay students grades 3-8</b>	Elem: 21% Middle: 23%	Elem: 19% Middle: 21%	Elem: 17% Middle: 19%	Elem: 18.7% Middle: 19.4%	
		B*	<b>Net difference in the % at or above proficiency on spring ISTEP Eng/LangArts between Special Education and non Special Education students grades 3-8</b>	Elem: 40% Middle: 51%	Elem: 27% Middle: 33%	Elem: 25% Middle: 31%	Elem: 29.5% Middle: 38.8%	
		B*	<b>Net difference in the % at or above proficiency on spring ISTEP Math between Special Education and non Special Education students grades 3-8</b>	Elem: 27% Middle: 41%	Elem: 16% Middle: 29%	Elem: 14% Middle: 27%	Elem: 17.6% Middle: 31.7%	

\* Many Special Education students who were required to take ISTEP in the past now take IMAST.

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<b>Goal 1: Achieve and Maintain Academic Excellence</b>								
<u>Academic Achievement</u> <u>Learning and Growth</u>	1.0 A. Rigorous and Relevant Educational Program B. Measurable and Continuous Improvement C. Effective Instruction D. Safe and Supportive Schools E. Equity of Access and Opportunity	B	<b>Net difference in the % at or above proficiency on spring ISTEP Eng/LangArts between English Language Learners and Native Speakers grades 3-8</b>	Elem: 24% Middle: 40%	Elem: 22% Middle: 35%	Elem: 20% Middle: 33%	Elem: 20% Middle: 35%	 
		B	<b>Net difference in the % at or above proficiency on spring ISTEP Math between English Language Learners and Native Speakers grades 3-8</b>	Elem : 16% Middle: 35%	Elem : 18% Middle: 25%	Elem: 16% Middle 23%	Elem: 15% Middle 26%	 
		B	<b>% of Limited English Proficient (LEP) Students whose performance increased 12 or more scale score points on the LAS Links test</b>	78%	64.5%	68.0%	74.8%	
		B	<b>Graduation Rate</b>	85.4%	88.1%	89.0%	88.5%	
		B	<b>Graduation Rate by Race</b>	Af-Am: Hispanic: White: Other:	Af-Am: 91% Hispanic: 81% White: 91.1% Other: 78.9%	Af-Am: 92% Hispanic: 83% White: 92% Other: 80%	Af-Am: 84.2% Hispanic: 90% White: 91% Asian: 81% Multi-Racial: 85.5%	  
		B	<b>Graduation Rate for Free &amp; Reduced Lunch</b>		Free: 82.5% Reduced: 94% Pav: 93.3%	Free: 83% Reduced: 94.35% Pay: 94%	Free: 84.7% Reduced: 93.4% Pay: 95%	  
		B	<b>Graduation Rate for Special Ed</b>		70.0%	70.5%	72.0%	
		B	<b>Graduation Rate for English Language Learners (ELL)</b>			State does not track this group	State does not track this group	71.4%

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<b>Goal 1: Achieve and Maintain Academic Excellence</b>							
<u>Academic Achievement</u>  <u>Learning and Growth</u>	1.0  A. Rigorous and Relevant Educational Program  B. Measurable and Continuous Improvement  C. Effective Instruction  D. Safe and Supportive Schools  E. Equity of Access and Opportunity	B	# of Schools that met Federal Adequate Yearly Progress (AYP)	22	22	25	State no longer aggregates
		B	# of Schools improving (or stayed the same) by one or more cells toward passing Adequate Yearly Progress (AYP)	32	38	40	State no longer aggregates
		B	# of Schools meeting Exemplary and Commendable progress as defined by Public Law (PL) 221	10	16	18	State no longer aggregates
		B	# of Schools showing Adequate Growth	New			No Data provided from IDOE
		B	% of Schools showing Adequate Growth	New			No Data provided from IDOE
		B	% of Students with no SMART/Discipline entries	All: 68% Elem: 77% Middle: 54% High: 60%	All: 68% Elem: 79% Middle: 56% High: 59%	All: 70% Elem: 80% Middle: 58% High: 60%	All: 69% Elem: 79% Middle: 57% High: 63%
		D	Annual Student Attendance Rate	95.5%	95.5%	95.6%	95.8%

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<b>Goal 2: Engage Parents and Community</b>									
<u>Customer</u>	2.0	A. Legislative Advocacy	B	% of K-12 Insight Plan for FWCS completed		New	100%		
		B. Parent/ Family Engagement	B	# of People attending FWCS <b>Choice Fair</b>		1,502	1,872	2,000	1,820
		C. Community Engagement/ Public Confidence	B	% of Students whose parents/guardians participate in at least one <b>Parent/Teacher Conference</b>		Elem: 92% Middle: 34%	Elem: 93% Middle: 48.2% High: 25.6%	Elem: 95% Middle: 50% High: 30%	Elem: 92% Middle: 51.76% High: 23.2%
		D. Effective Internal and External Communication	C	# of District-Approved <b>Volunteers and Mentors</b> participating in our schools through Community Programs		2,891	1,995	2800	808
			C	% of <b>Students Leaving</b> and using the voucher system		New		No Data Reported	
			C	# of <b>Students Returning</b> to FWCS after count day		New		275	
			C	% of <b>Students Returning</b> to FWCS after count day		New		0.9%	



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<b>Goal 3: Operate effectively with Integrity and Fiscal Responsibility</b>									
Internal Business  Financial	3.0	A. Governance	A	# of District <b>Policies</b> that have been reviewed and updated by the Board of School Trustees	2	0	5	46	
		B. Financial							
		C. Management and Administrative Systems	B	% of <b>Total Operating Budget</b> allocated to Instruction****		78.1%	Higher	77.13%	
		D. Facilities	C	Ranking of <b>operational dollars to Instruction</b> for FWCS compared to other Indiana districts***	15 of 292 Districts	18 of 292 Districts	Within top 70 districts in IN	11 of 292 Districts	
			C	% of actual <b>General Fund cash balance</b> as a % of next year's budget	7.20%	6.4%	≥5%	10.3%	
			C	% of <b>teacher substitute</b> costs as compared to teacher salaries	4.40%	3.7%	4.2%	4.0%	
			C	% of <b>Health Insurance</b> premium to a beginning teacher salary 2010-11-District pays 90% & employee pays 10% 2011-12-District pays 85% & employee pays 15%	Single: 22.3% Family: 54.9%	Single: 23.6% Family: 58.1%	Lower	Single: 21.24% Family: 52.36%	
			C	% of lost <b>Textbooks</b> during the recent adoption cycle	7.12%	14.88%	7.0%	7.0%	
		C	<b>Teacher Diversity</b> by %	Af-Am: 5.6% Hisp: 1.6% White: 92% Other: .8%	Af-Am: 15% Hisp: 2.5% White: 81% Other: 1.5%	Af-Am: 16% Hisp: 3% White: 79% Other: 2%	Af-Am: 5.5% Hisp: 1.8% White: 92% Other: 7%		

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<b>Goal 3: Operate effectively with Integrity and Fiscal Responsibility</b>									
Internal Business  Financial	3.0	A. Governance	D	% of <b>School Buildings</b> whose <b>condition</b> score is greater than 75. (Condition score measures the useful life of infrastructure and equipment. A score of 75 is the minimum score considered adequate.)	15%**	10%	10%	10%	
		B. Financial							
		C. Management and Administrative Systems	D	% of our <b>Schools</b> whose enrollment is over 85% capacity of the school facility N=53	6%**	20%	22.0%	10.2%	
		D. Facilities	D	% of our <b>Schools</b> whose enrollment is under 65% capacity of the school facility N=53	25%**	16%	15.0%	27.0%	
			D	# of <b>Schools</b> whose facility is <b>suitable</b> for the educational program being offered N=53	13 of 53**	12 of 51**	12 of 51	12 of 51	

N = size of data sample  
 \* Impacted by communication plan  
 \*\* Impacted by facilities and school closing plan  
 \*\*\* Corrected data/target  
 \*\*\*\*Measure wording and data has been adjusted based on IN recalculation of budget and added definitions  
 TBD = To Be Determined

Shaded Light Green = new Measure for 2011-12 BSC