

HENRY COUNTY SCHOOLS BALANCED SCORECARD

The Balanced Scorecard is designed to measure and monitor various indicators of success in our schools. In addition to test scores, data were collected from parents, teachers and other staff members, students, building level and district administrators, and the business community to assist in setting benchmarks to begin continuous improvement strategies within the schools and throughout the system.

The indicators are grouped into four main areas:

- Student achievement
- Community support of schools and the school system
- Internal climate
- Safe and orderly environment

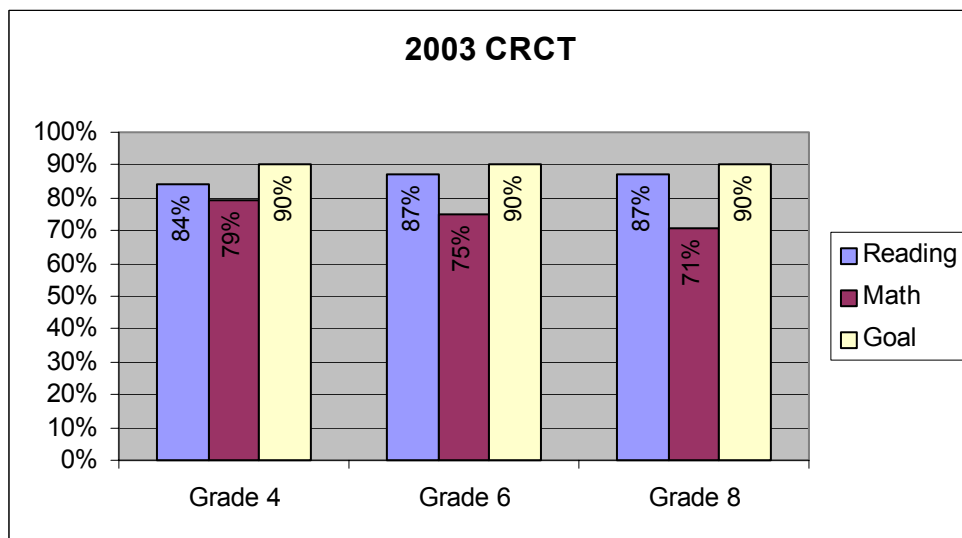
Specific data items were chosen as indicators in each category. Continuous improvement goals for the upcoming school year will be based on the results recorded in these areas.

STUDENT ACHIEVEMENT

Specific system-wide goals have been established for student achievement on the Georgia Criterion Referenced Competency Tests (CRCT), the Georgia High School Graduation Tests (GHSGT) and the Scholastic Aptitude Test (SAT) and are compared to actual results which are shown below:

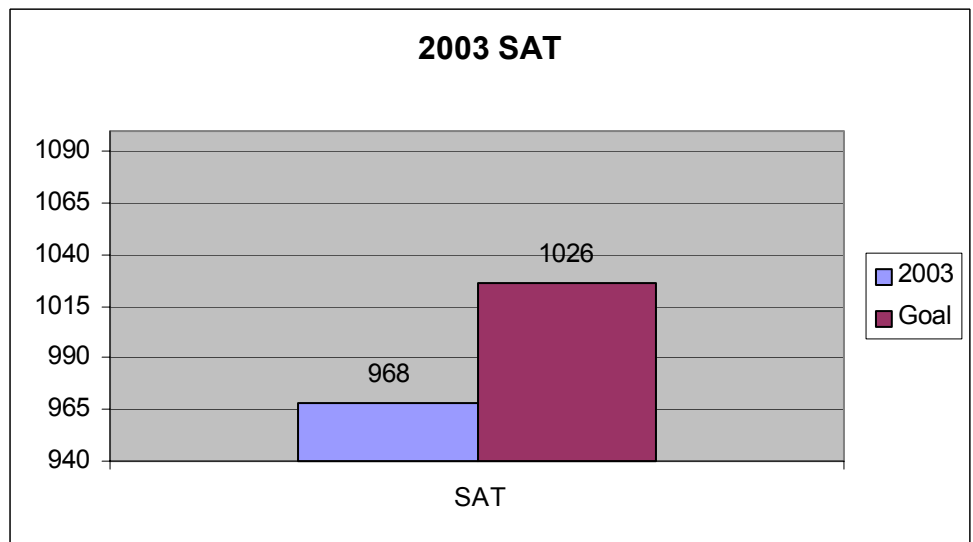
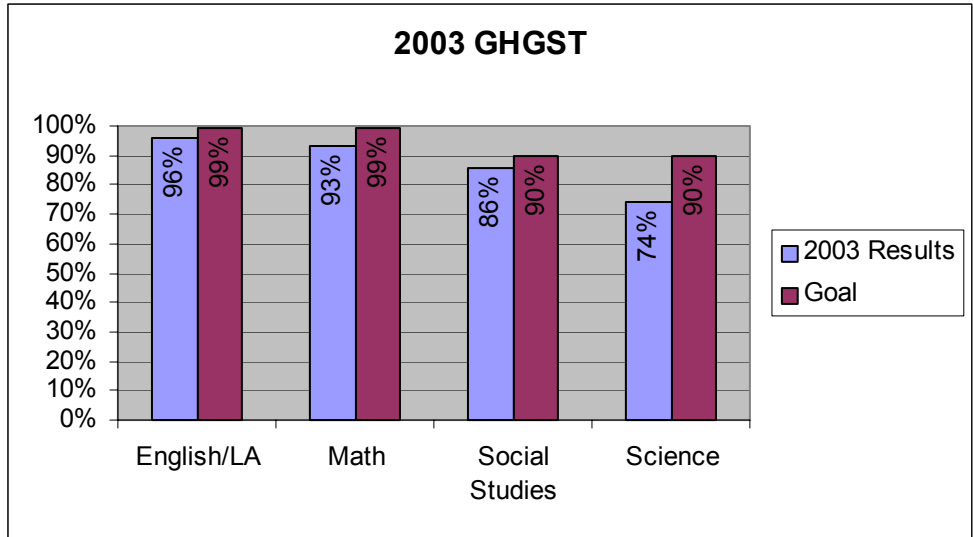
Elementary and Middle Grades

- 90% or more of students will meet or exceed standards in Reading and Mathematics on the CRCT.



High School

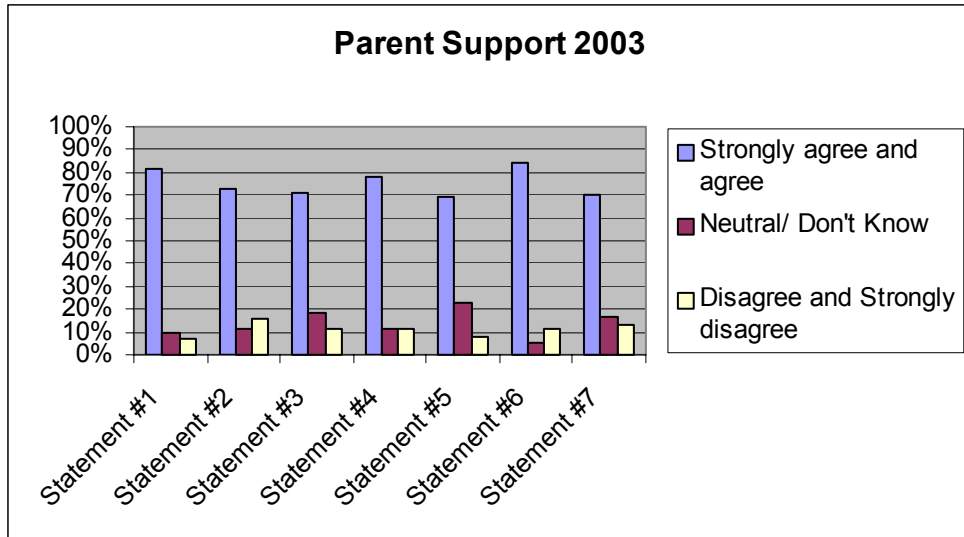
- 99% pass rate on the English/Language Arts and Mathematics sections of the GHSGT.
- 90% pass rate on the Social Studies and Science sections of the GHSGT.
- SAT system average at or above national average



COMMUNITY/BUSINESS SUPPORT

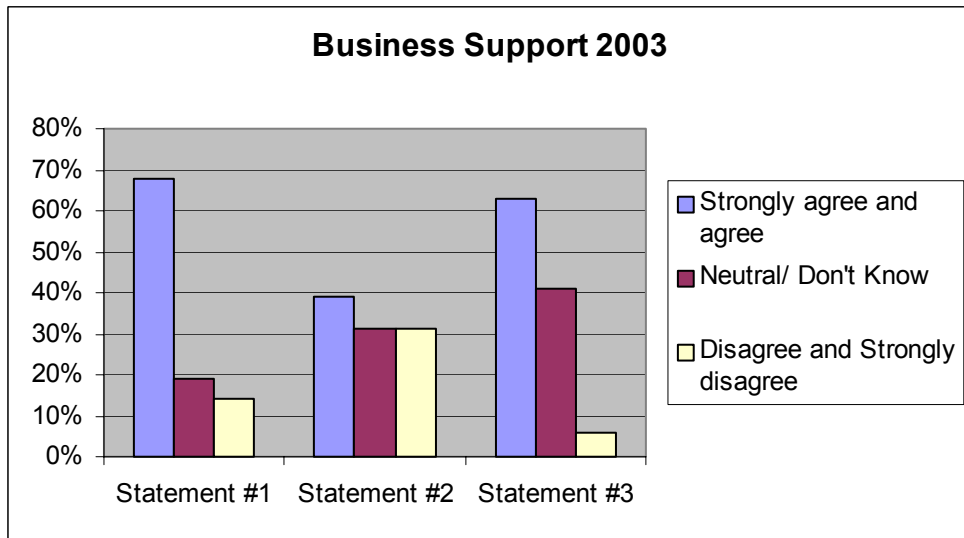
Almost 7,000 parents of students in fourth, seventh, and eleventh grades and second graders at Stockbridge Elementary responded to the parent survey and shared their opinions of their children's schools. The specific statements used as indicators for the Balanced Scorecard are listed below and results are shown on the graph that follows.

- #1 I believe our school works to ensure success for each student.
- #2 My child is challenged to reach his/her potential in this school.
- #3 I believe the education program offered in Henry County is of high quality.
- #4 The faculty and staff are responsive to my concerns.
- #5 There is evidence of a high level of parent/ community support for this school.
- #6 The school keeps me well informed of my child's academic progress.
- #7 School personnel treat students in a fair and consistent manner.



The business community was also surveyed to gauge their perceptions of the school system overall. Fifty-nine businesses responded to the survey (not a statistically valid sample) giving the system some idea of the opinions of the business community. The responses to selected statements are shown below:

- #1 The focus of our schools is to ensure success for each student.
- #2 Our schools are preparing students to deal with issues and problems they will face in the future.
- #3 Our schools have a positive impact on business and property values.



The level of community support in our schools is also measured through the participation of businesses in our Partners in Education program, a joint effort with the Henry County Chamber of Commerce. Over 241 business partners provided over 2,500 volunteer hours in our schools and over \$100,000 in monetary donations and in-kind goods and services.

Post graduation data for students of Henry County Schools is tracked to indicate students' future plans.

Graduates Entering Public Colleges and Universities	
2000	432 / 50/6%
2001	438 / 44.8%
2002	516 / 43.7%

Graduates Entering Public Technical and Adult Schools	
2000	78 / 8.0%
2001	73 / 7.5%
2002	79 / 6.7%

Graduating Senior "Future Plans" based on a student interest survey			
"Future Plans"	2000	2001	2002
College	72%	78%	70%
Business/Technical	11%	11%	10%
Military	5%	3%	4%
Work Force	10%	4%	10%
Other/Undecided	2%	4%	6%

INTERNAL CLIMATE

The internal climate of our schools is critical to student learning and success. The following indicators reflect a variety of measures of the learning environment.

The teacher retention rate is one measure of teacher job satisfaction. It indicates that teachers are satisfied with their compensation and benefits as well as their teaching environment.

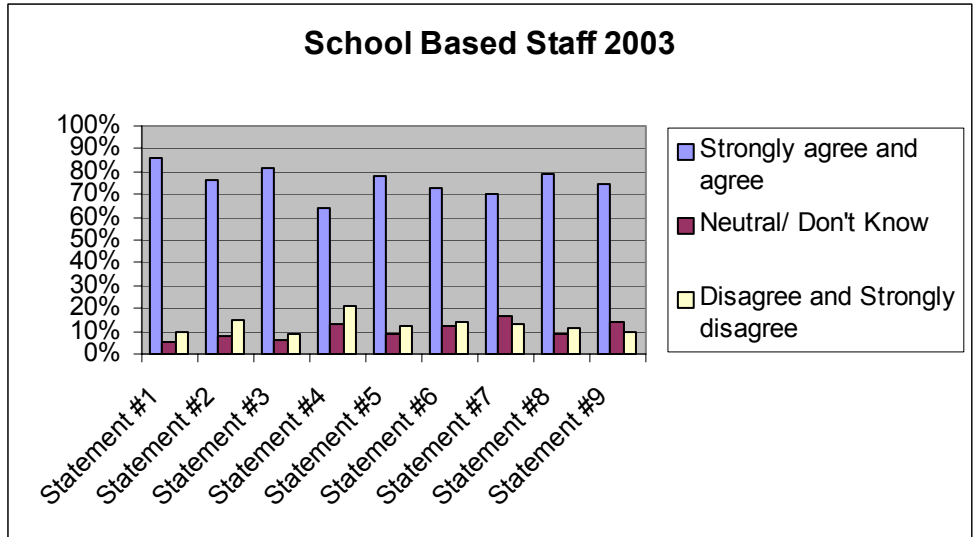
Certificated employee (teacher) retention rate

Year	Retention Rate
2002	90%
2003	92%

Staff members at all schools and the central office were asked to complete a survey that addressed a variety of issues. More than 2,200 employees answered questions about the learning environment, communication and satisfaction at their schools and/or locations. Selected statements are used as indicators for the Balanced Scorecard.

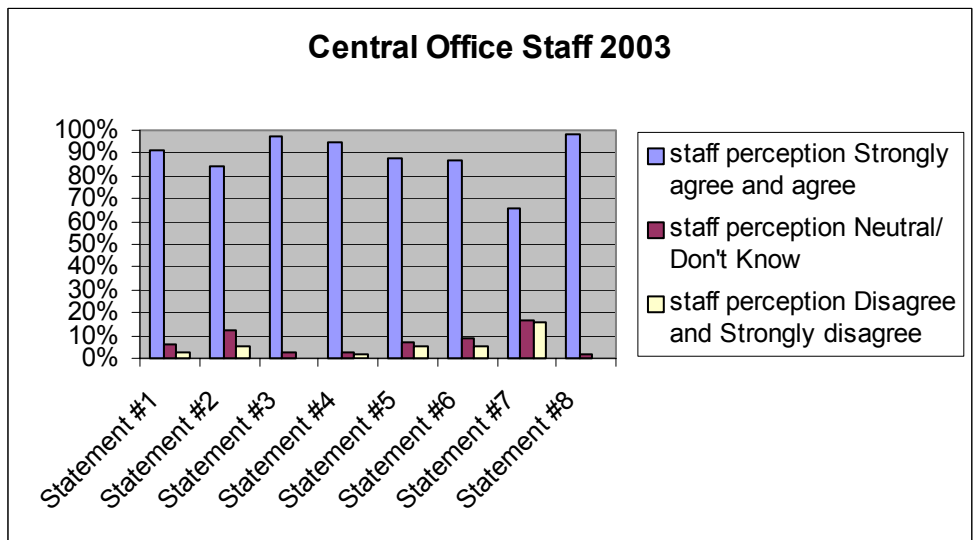
School staff responses

- #1 The focus of our school is to ensure success for each student.
- #2 This school holds high expectations for all students.
- #3 My work is evaluated in a fair and consistent manner.
- #4 There is an atmosphere of trust in this school
- #5 Administrators and staff work together to provide a quality school.
- #6 Planning for improvement is a collaborative process involving all school staff.
- #7 Staff development activities support the instructional program.
- #8 I believe the work conducted in our school is of high quality.
- #9 I believe the work conducted in our school system is of high quality.



Central Office Staff responses

- #1 Department leadership and staff work together to provide a quality department.
- #2 Planning for improvement is a collaborative process involving all department staff.
- #3 Overall, I believe the work conducted in our department is of high quality.
- #4 The focus of our schools is to ensure success for each student.
- #5 The school system holds high expectations for all employees.
- #6 There is an atmosphere of trust in this school system.
- #7 Collaboration between departments in the school system occurs regularly.
- #8 Overall, I believe the work conducted in our school system is of high quality.



Effective communication is essential for a successful school system, from the administrators to principals, from the schools to the community, from the teachers to parents and students, and between

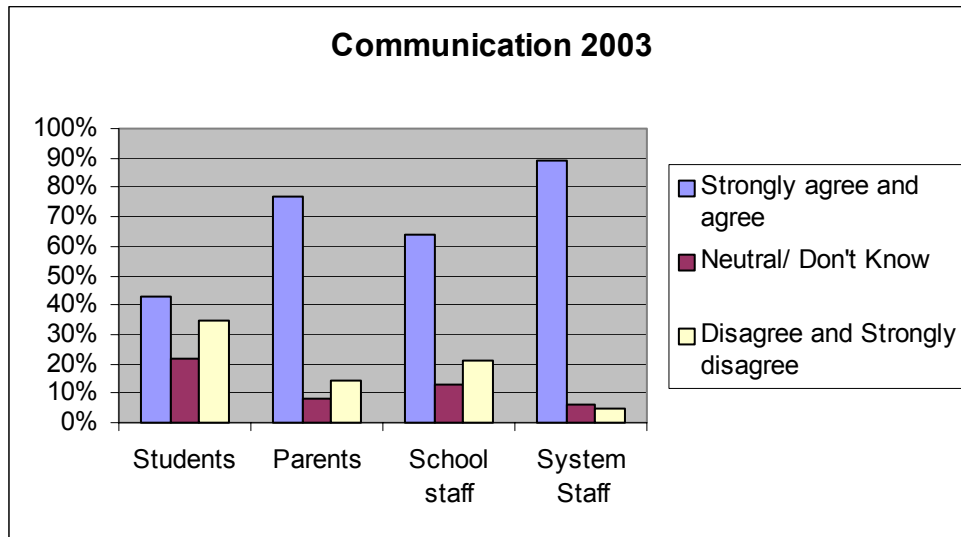
departments. Each group survey included specific statements that are used as indicators of the effectiveness of communication.

Student statement: The adults in this school listen to students.

Parent statement: Communication between home and school is timely and appropriate.

School staff statement: Communication in the school is free flowing, open and honest.

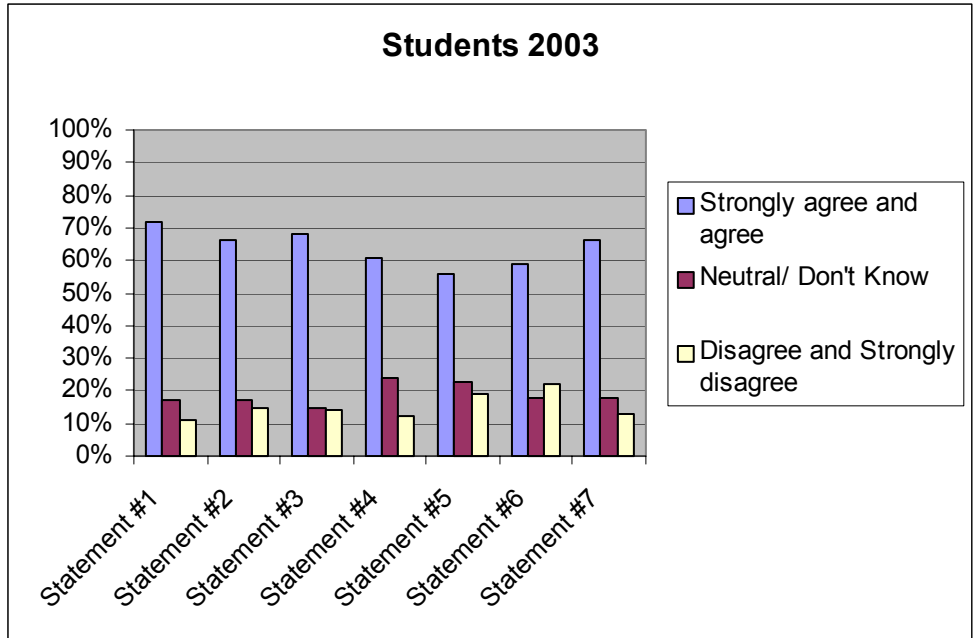
System staff statement: Communication with the department is free flowing, open and honest.



Student survey

Students were also surveyed to gauge their perceptions about their school, teachers and their school involvement. Over 5,000 students (4th, 7th, and 11th grades and 2nd grade at Stockbridge Elementary) completed the survey. The responses to the selected statements from the student surveys are included as indicators.

- #1 The focus of our schools is to ensure success for each student.
- #2 I am challenged to do my best.
- #3 The school recognizes and rewards students for success.
- #4 I am expected to revise written work to improve quality.
- #5 The principal and assistant principals treat me with respect.
- #6 The teachers treat me with respect.
- #7 This school provides opportunities for me to be involved.



The high school completion rate is being tracked as an indicator of how well high schools are accommodating various student needs and preventing student drop out.

High School completion rate

Year	Completion Rate
2000	75.9%
2001	81.7%
2002	80.8%

The more students are involved with activities at their school, the better their chances of staying in school and receiving a diploma.

Student activities participation rate

YEAR	Middle	High	TOTAL
2003	67%	69%	68%

A SAFE AND ORDERLY ENVIRONMENT

When students are focused on learning, discipline problems decline. When students feel threatened or unsafe in their school environment, it becomes difficult for them to concentrate on learning. Student discipline data is monitored to ensure that our school environment is as safe as possible.

Student discipline data

Secondary School Hearings		
Year	Disciplinary Hearings	As of % of Student Enrollment
2002	481	3.7%
2003	665	4.6%

Staff and student attendance is crucial to academic success. Typically, students who are in school every day are more successful in the classroom. Also, attendance is an indicator in Georgia's Adequate Yearly Progress appraisal of schools and school systems.

Attendance data

Year	Average Sick Leave Days
2002	6.93
2003	6.74

Student

Year	Average Daily Attendance
2002	94.1%
2003	94.5%

FACILITIES AND SERVICES

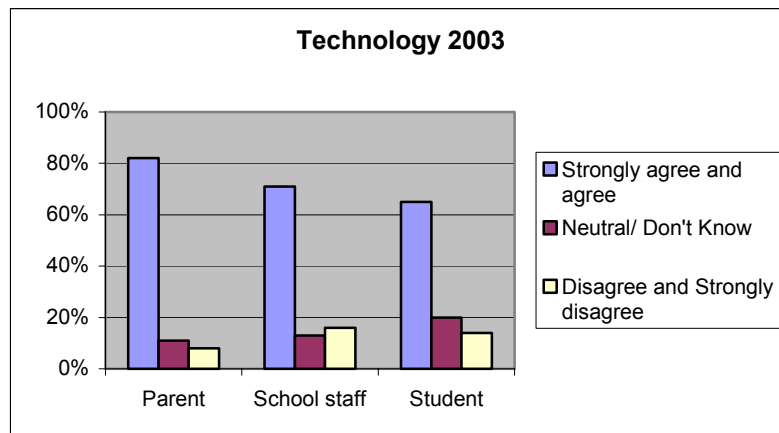
Technology

The use of technology in our schools has vastly increased over the past years. To help students become familiar with the use of technology and in using technology for teaching, we have greatly expanded our use of computers. Parents, students and staff were surveyed about their perceptions of the technology available in their schools.

Parent - I am satisfied with the technology available for my child's use at school.

School staff - Technology tools are available and used effectively in the classroom/school.

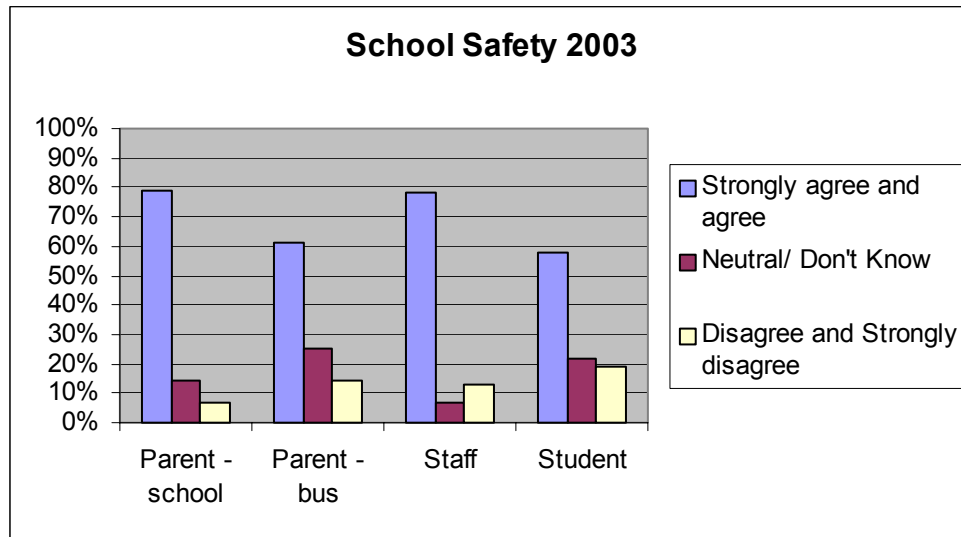
Student - The school has the technology I need for learning.



School Safety

School system administrators realize that safety is of highest importance for everyone involved with a school. Students must feel safe and secure in their school in order to learn. Parents must feel comfortable sending their children to school, and that their children are safe on their bus ride to and from school. Teachers and other staff members must feel safe while working in the school. The following responses indicate the perceptions of these groups as it relates to their school.

- Parent – The school my child attends is safe and secure.
- Parent – I believe my child has a safe and secure bus ride.
- School staff – The school is safe and secure.
- Student – My school is safe and secure.



School Cleanliness

One of our charges as a school system is to be prudent with Henry County tax payers' money. It is imperative that we maintain our schools, new and old, to the highest standards. Our custodial staff works hard to maintain the cleanliness of our schools. These responses show how these groups perceive the cleanliness of their school.

- Parent – The school my child attends is clean.
- School staff – The school is clean.
- Student – My school is clean.

Building Cleanliness 2003

