



**RITA MURPHY
ELEMENTARY
SCHOOL**

**BALANCED
SCORECARD**

2009-2010

Rita Murphy Elementary 2009-2010

Demographic Information

Current enrollment: 726 students in 35 grade sections

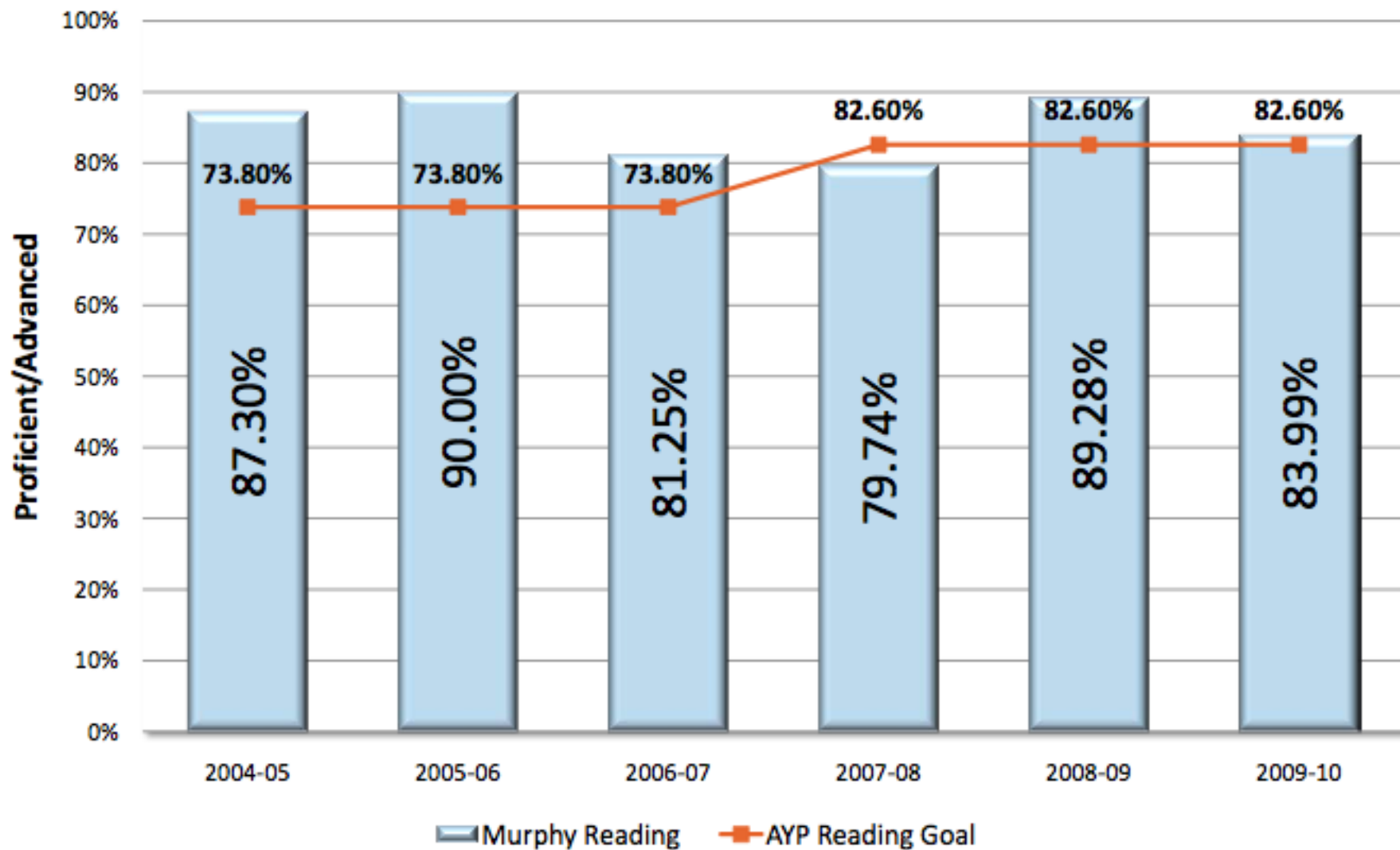
Grade	# of Classrooms	Boys	Girls	Total Students	Average Class Size
K	6	61	57	118	19.6
1st	6	56	60	116	19.3
2nd	5	40	50	90	18
3rd	5	63	46	109	21.8
4th	4	51	46	97	24.2
5th	4	48	42	90	22.5
6th	5	58	48	106	21.5
Total	35	377	349	726	20.9

School Facts

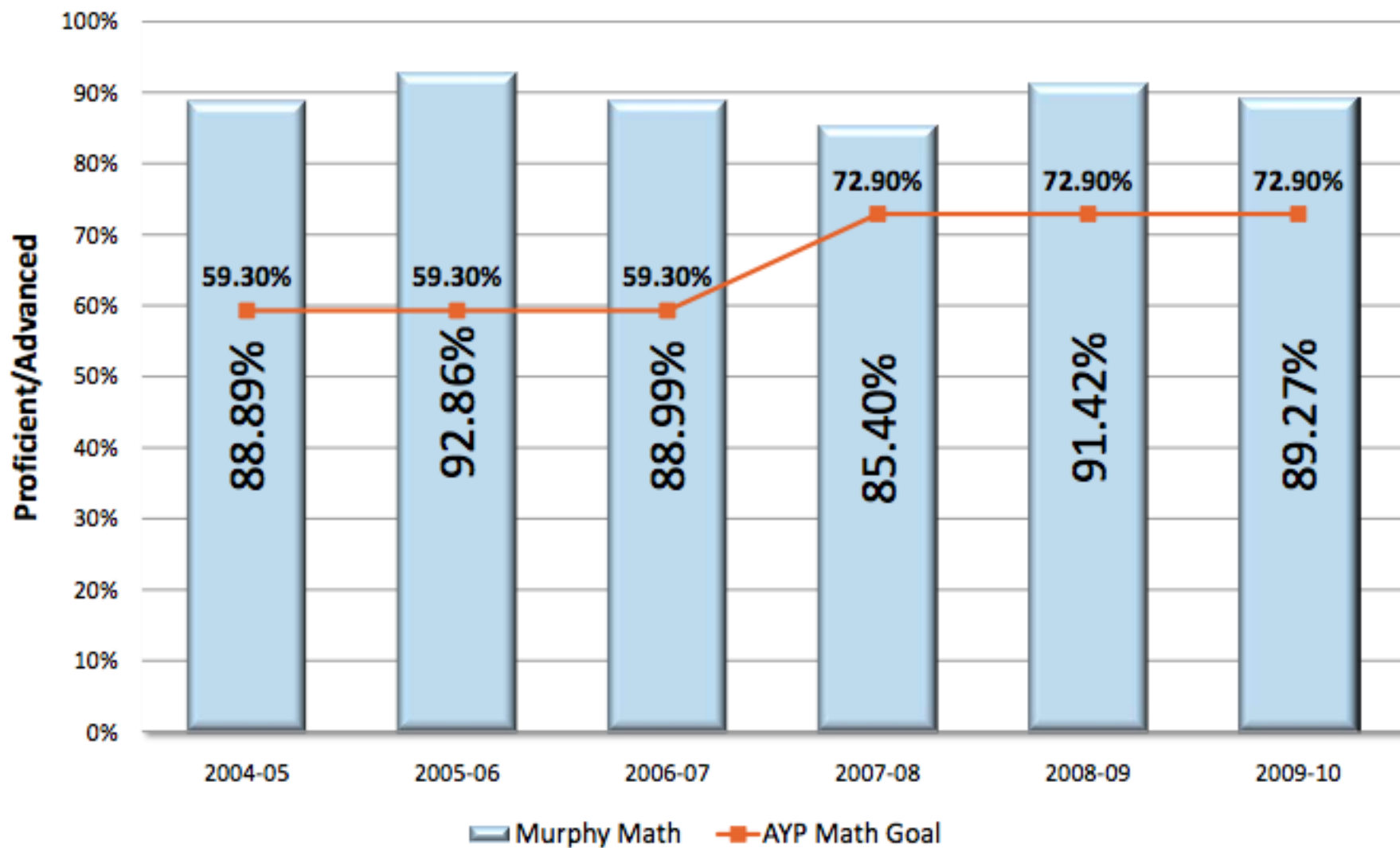
Number of students receiving (77) free and (25) reduced lunch: 102 (14%)
Approximate number of students receiving special education services: 45 (6%)
Approximate number of students receiving district reading services: 109 (15%)
Ethnicity of student population:
Caucasian 690 (95%)
American Indian 26 (4%)
Hispanic 4 (1%)
African American 5 (1%)
Other 1 (1%)



Percent of Murphy Elementary School Students Scoring Proficient or Advanced NDSA Reading



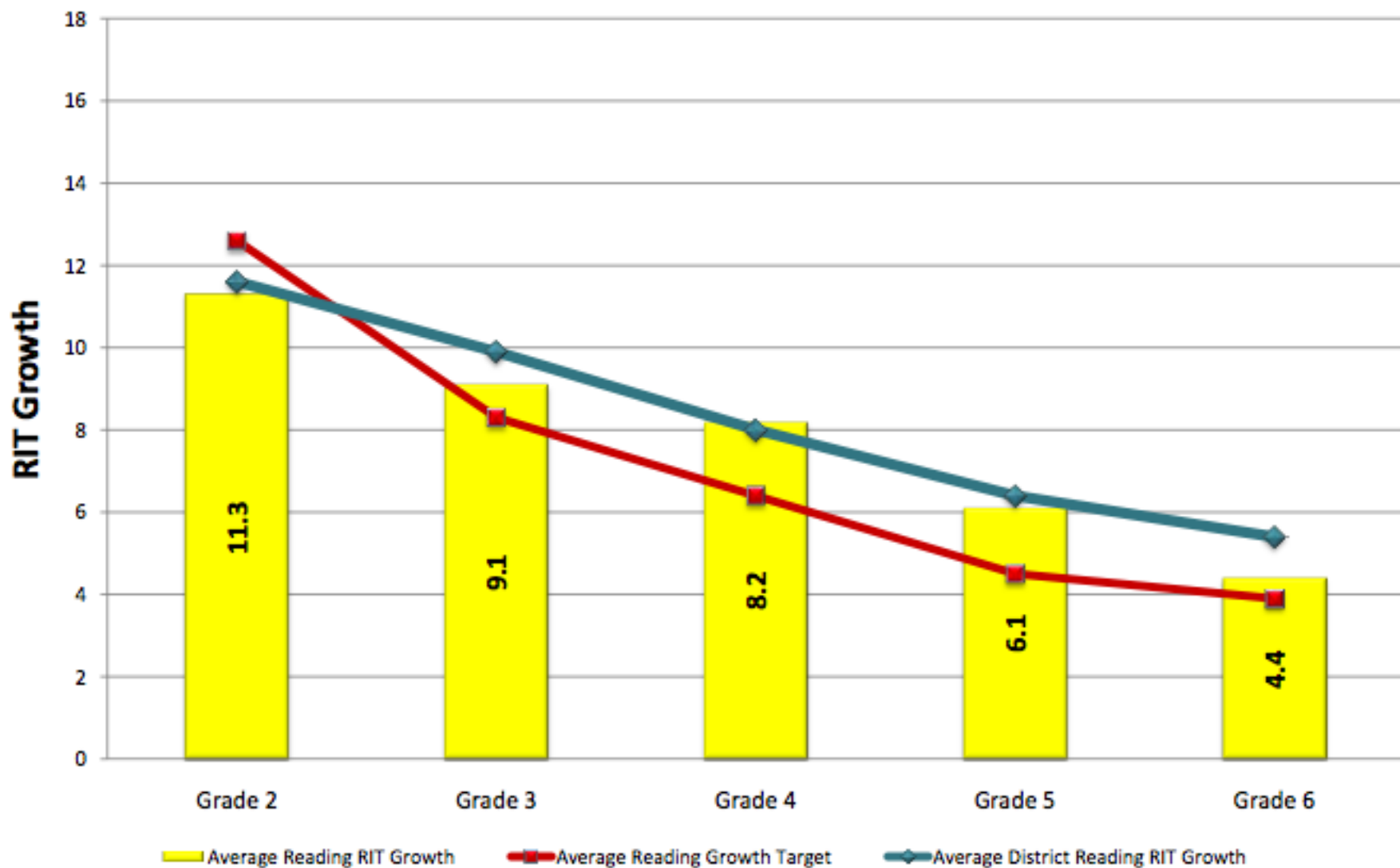
Percent of Murphy Elementary School Students Scoring Proficient or Advanced NDSA Math



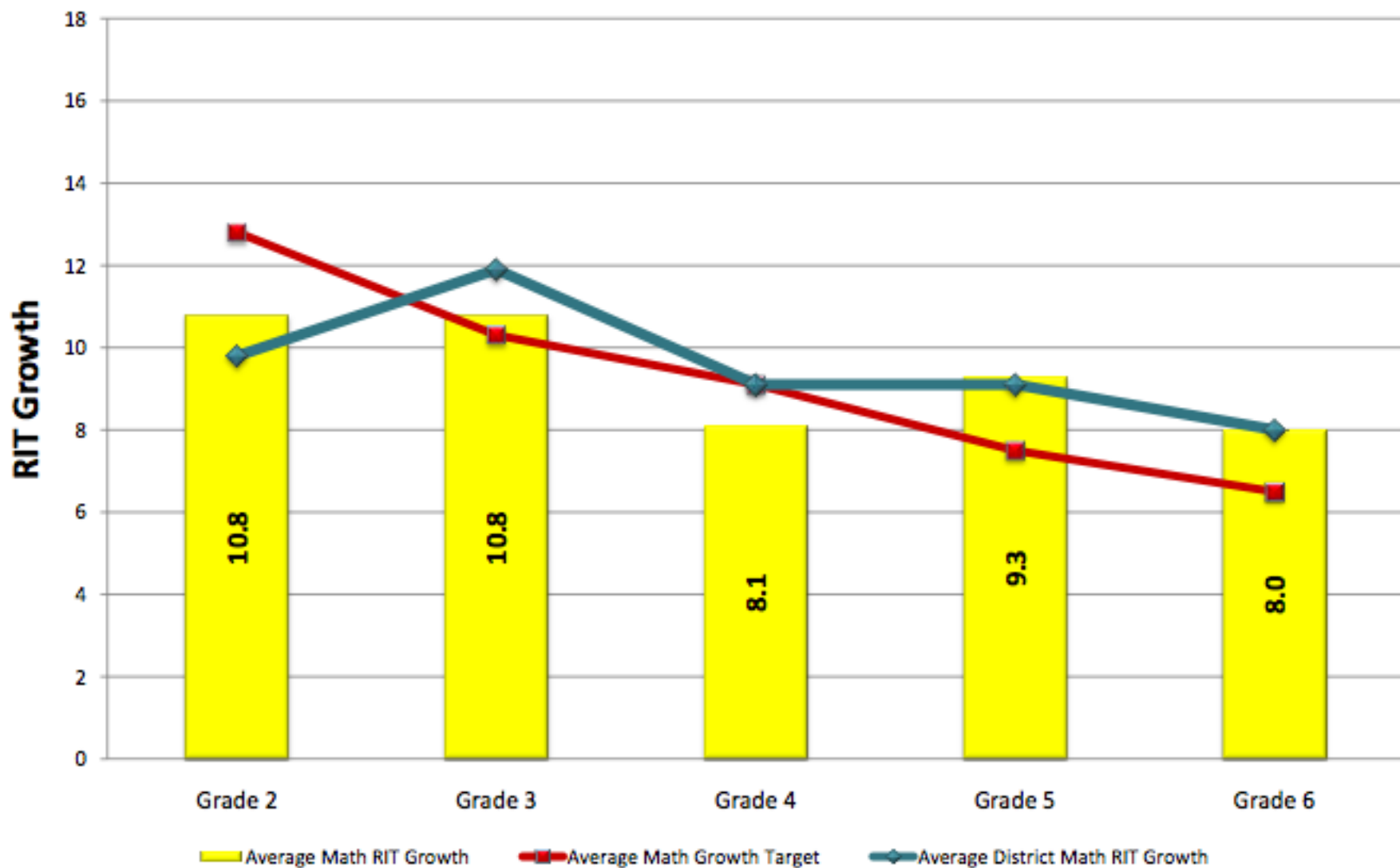
Student MAP Growth Summary - Reading

Fall 2009 - Spring 2010

Murphy Elementary School

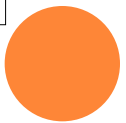
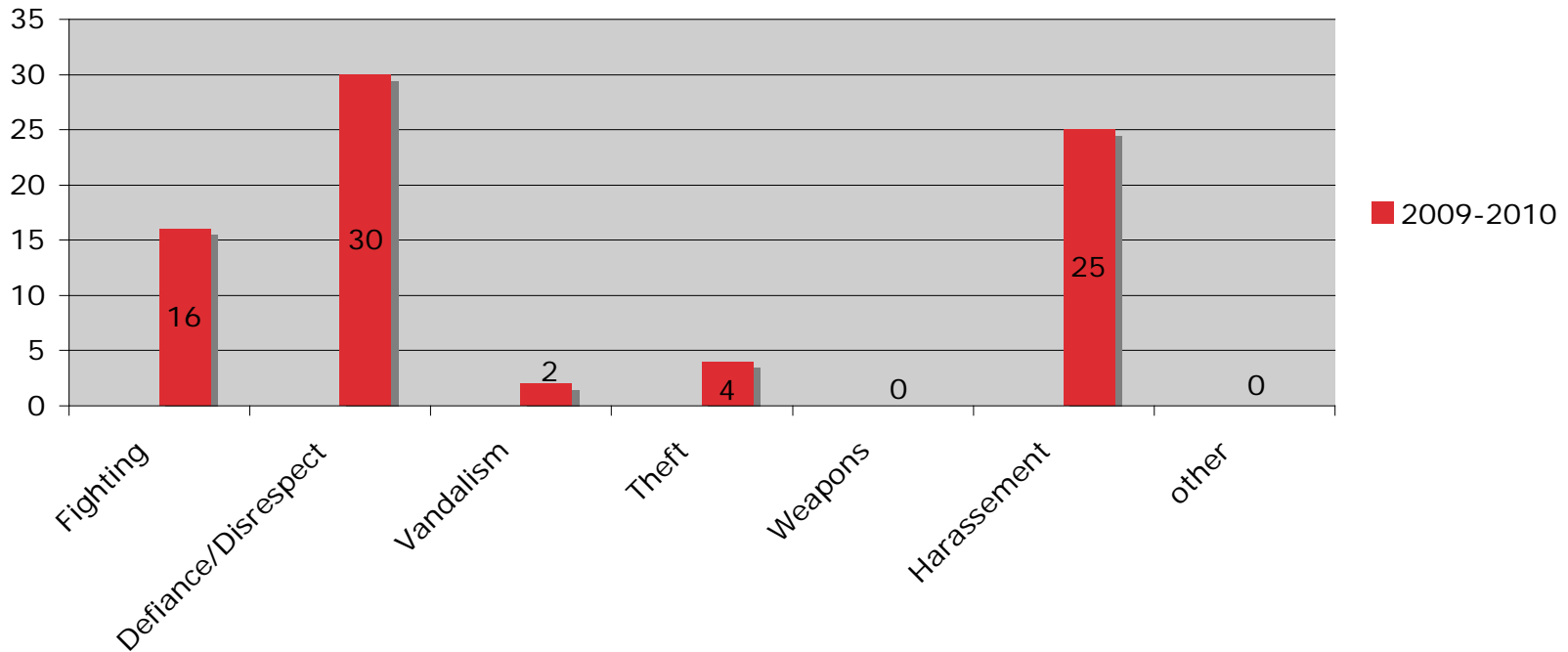


Student MAP Growth Summary - Math
Fall 2009 - Spring 2010
Murphy Elementary School



RITA MURPHY ELEMENTARY SCHOOL BEHAVIOR – OFFICE REFERRALS

BOTTOM LINE INFRACTIONS



RITA MURPHY ELEMENTARY SCHOOL

SUMMARY OF DATA

- What does your disaggregated data in SLIDES 2 - 7 tell you
- **Demographic Data:** While our SES population hasn't grown significantly, there is a shift in the make-up of that group. We nearly doubled the number of students who are homeless. Even though students who are homeless only make up 1.7% of the total population, this was a significant change. This has been a "first time experience" for many staff, and there has been a need for staff to work with a number of different agencies and become familiar with these students' needs and services more than ever before.
- **Academic Assessment Data**
 - * All subgroups except LEP exceeded the State Intermediate Target in math on the NDSA.
 - * Overall, we need to improve our reading results. While we exceeded the State Intermediate Target on the NDSA in our Reading Composite Score, our subgroups did not do as well as we'd like, and we did not make AYP due to the performance of the subgroup of students with disabilities. This is substantiated by our MAP Growth in Reading. We are below the Average District Reading RIT Growth(Fall 2009-2010) in every grade except second.
 - * Our LEP, Native American, and SES groups are small. There are several students who are impacting us across all of those subgroups that we need to take a deeper look at in terms of intervention.
- **Behavior-Office Referrals:**
 - * Our office referral data is "dirty" due to inconsistent procedures in making office referrals.



SCHOOL BALANCED SCORECARD OBJECTIVES

- All Levels of the Organization are Accountable for Student Achievement.
 - Strive for all students to be proficient in reading and math
 - Organize assessment data through the pyramid model
- Promote a Positive Working and Learning Environment.
 - Create and implement school-wide procedures
- Provide Excellence in Instruction Based on the Needs of Individual Students.
 - Implement grade level collaboration (PLC)
 - Provide individual interventions 4 times per week



RITA MURPHY ELEMENTARY SCHOOL

SUMMARY OF BSC OBJECTIVES

- This year during staff development we collaborated and created school-wide procedures to be utilized throughout the day.
- During weekly PLC meetings, the teachers organized assessment data MAP, DIBELS, NDSA, & informal assessments. Each trimester the data was organized into the pyramid model and broken down into the tier 1, tier 2, and tier 3. This information was used to group students according to their needs in reading and math.
- Every grade level had one hour of collaboration each week throughout the school year.
- Students were provided with 4 intervention times throughout the week to focus on reading and math.



RITA MURPHY ELEMENTARY SCHOOL

HIGHLIGHTS FOR 2009 - 2010

- Much Focus on Reducing the Size of Murphy to Enhance Learning Environment in the future.
- Started the Groundwork for the Establishment of Schoolwide Procedures.
- Became More Skilled at Progress Monitoring, Developing/Reviewing Intervention Plans, and in the RTI Process in General.
- School Team Participated in RTI Training with Kim Gibbons to Continue Growth in Understanding RTI.
- 18 Team Members Just Completed a Voluntary Summer “Daily Five” and “7 Keys to Comprehension” Reading Class. This will Lay Some Nice Groundwork in Helping Us Improve Our Reading Instruction.



RITA MURPHY ELEMENTARY SCHOOL

NEXT STEPS 2010 - 2011

- 1) We believe that the EI Block in the 2008-2009 school year limited service time to students on IEP's which had a negative impact on their performance. We will create a schedule that allows students on IEPs to receive service minutes that are based on individual needs.
- 2) Create PLC time that allows for greater participation by specialists.
- 3) Improve progress monitoring review for students on IEPs during PLC time (especially in reading).
- 4) Implement consistent school wide procedures and clear behavioral reporting procedures.
- 5) Refine the RTI process to be more systematic and self-sustaining.
- 6) Review Effective Reading Instructional Strategies during PLC time
- 7) Work with the New Reading Coach to Implement Effective Reading Instructional Strategies.

