

**Sunnyvale ISD District Rating
2015-2016**

District Rating Metrix

	Points Earned	Rating Average
Superior	Above 428	Above 4.28
Exceeds Expectations	357 – 427	3.57 – 4.27
Meets Expectations	300 – 356	3.00 – 3.56
Below Expectations	271 – 299	2.71 – 2.99
Unsatisfactory	Below 270	Below 2.70

District Rating Scoring

Total Items	Points Earned	Average	Rating
99	401.5	4.06	Exceeds

Domain Analysis

	# Of Indicators	Pts Scored	Average	Rating
Future Readiness	11	42	3.81	Exceeds
21stCenturySkills/Workforce Development	21	89	4.24	Exceeds
Instructional Practices	11	44	4.00	Exceeds
Fine Arts	16	70	4.38	Superior
Extra & Co – Curricular / Wellness	7	27	3.86	Exceeds
Community & Parent Inv.	6	25	4.17	Exceeds
Special Populations	6	21	3.50	Meets
Measures of Academic Progress Data	7	24	3.43	Meets
STAAR Data	14	59.5	4.25	Exceeds

Future Readiness

1) Duke Testing - % of 7th Grade Students Qualifying for Participation

Students in the 7th grade will be encouraged to take the Duke test for diagnostic and achievement purposes.

1	2	3	4	5
Fewer than 5% Qualify for Test	Between 5% and 15% Qualify	Between 15% and 25% Qualify	Between 25% and 35% Qualify	Greater than 35% Qualify

2) DUKE TESTING - % OF STUDENTS THAT QUALIFIED OPT TO TEST

1	2	3	4	5
Fewer than 25% Opt to Test	Between 25% and 39% Opt to Test	Between 40% and 54 % Opt to Test	Between 55% and 69% Opt to Test	Greater than 70% Opt to Test

3) Percent of Freshman who choose to take PSAT Scores

1	2	3	4	5
Fewer than 15% Opt to Test	Between 15% and 24% Opt to Test	Between 25% and 34% Opt to Test	Between 35% and 44% Opt to Test	45% or greater Opt to Test

4) SAT

SAT performance is a strong indicator of college preparedness. Graduating class performance on the SAT will be measured.

1	2	3	4	5
Graduating class average below 1400	Graduating class average between 1401 to 1440	Graduating class average between 1441 to 1480	Graduating class average between 1481 to 1520	Graduating class average 1521 and above

5) ACT

1	2	3	4	5
Graduating class average below 19	Graduating class average between 19.0 to 20.9	Graduating class average between 21.0 to 22.9	Graduating class average between 23.0 to 24.9	Graduating class average 25.0 and above

6) College-Ready Math

TEA establishes a component to determine College Ready graduates.

1	2	3	4	5
College Ready graduate rating below 80	Graduating class average between 80 and 84	Graduating class average between 85 and 89	Graduating class average between 90 and 94	Graduating class average 95 and above

7) College-Ready English

TEA establishes a component to determine College Ready graduates.

1	2	3	4	5
College Ready graduate rating below 80	Graduating class average between 80 and 84	Graduating class average between 85 and 89	Graduating class average between 90 and 94	Graduating class average 95 and above

8) Average College Scholarships Earned

1	2	3	4	5
Under \$25,000 per graduate	\$25,000 to \$30,000 per graduate	\$30,000 to \$35,000 per graduate	\$35,000 to \$40,000 per graduate	Over \$40,000 per graduate

9) Average # of Universities Accepted

Average # of Universities accepted per graduating senior

1	2	3	4	5
Under 1.0	1.01 to 1.75	1.75 to 2.5	2.5 to 3.25	Over 3.25

10) Percent of students attempting at least one DC class

1	2	3	4	5
Under 35 %	36% to 40%	41% to 45%	46% to 50%	Over 50%

11) Average number of Dual Credit Hours Earned per Graduate

1	2	3	4	5
Less than 9 hours	9 – 11 hours	12 – 14 hours	15- 17 hours	18 or more hours

21st Century Skills

1) STEM - Elementary

Students will have the opportunity to participate in hands-on, exploratory lessons relating to science/math core content.

1	2	3	4	5
Some students have access to 45 continuous minutes of weekly STEM lab exploration.	All students have access to 45 continuous minutes of weekly STEM lab exploration.	All students have access to 45 continuous minutes of weekly STEM lab exploration that is an extension of Science TEKS.	All students have access to 45 continuous minutes of weekly STEM lab exploration that is an extension of Science TEKS with integration in some of the 4 STEM areas.	All students have access to 45 continuous minutes of weekly STEM lab exploration that is an extension of Science TEKS with integration in all of the 4 STEM areas.

2) Soft Skills – Elementary--- Students are introduced to workforce/soft skills through the 4 “C”s (Communication, Collaboration, Creativity, and Critical Thinking). These skills are developed using various activities throughout the curriculum.

1	2	3	4	5
There is no evidence that workforce/soft skills are taught.		Lessons which foster development of the 4 “C”s are evident in curricular plans.		Lessons which foster development of the 4 "C"s are well-developed and implemented throughout content areas and grade levels.

3) Technology Learning – Elementary

Students use technology for authentic learning and the acquisition of the knowledge, skills and attitudes to perform in the 21st century world. (SAMR Model)

1	2	3	4	5
Students use little or no technology.	Students use software for skill reinforcement. (Substitution)	Students use technology to access, communicate and present information. (Augmentation)	Students evaluate and analyze data to solve problems. (Modification)	Students propose, assess, and implement solutions to problems using databases and digital tools. (Redefinition)

4) Engagement Measure - Elementary

Average Percentage of Yes responses from the Student Instructional Survey

My teacher helps me learn new things.

I get to work with my classmates when I am learning.

I get to participate in classroom discussions.

I enjoy coming to school.

1	2	3	4	5
1-19%	20-39%	40-59%	60-79%	80-100%

5) STEM – Middle School

1	2	3	4	5
Students have access to one STEM elective course.	Students have access to more than one STEM elective.	Students have access to more than one STEM elective, and science teachers integrate STEM instruction, with resources such as STEMscopes.	Students have access to more than one STEM course, and math/science teachers integrate STEM instruction, with resources such as STEMscopes.	Students have access to more than one STEM course, math/science teachers integrate STEM instruction, and relevant STEM career exploration is integrated into instruction.

6) Soft Skills-Middle School Student introduction to workforce/soft skills through the 4 “C”s (Communication, Collaboration, Creativity, and Critical Thinking). These skills are developed using various activities throughout the curriculum.

1	2	3	4	5
There is no evidence that workforce/soft skills are taught.		Lessons which foster development of the 4 “C”s are evident in instructional plans.		Lessons which foster development of the 4 "C"s are well developed and implemented throughout content areas and grade levels.

7) Technology Learning – Middle School

Students use technology for authentic learning and the acquisition of the knowledge, skills and attitudes to perform in the 21st century world. (SAMR Model)

1	2	3	4	5
Students use little or no technology.	Students use software for skill reinforcement. (Substitution)	Students use technology to access, communicate and present information. (Augmentation)	Students evaluate and analyze data to solve problems. (Modification)	Students propose, assess, and implement solutions to problems using databases and digital resources. (Redefinition)

8) Engagement Measure – Middle School

Average Percentage Definitely or Yes responses from the Student Instructional Survey

My teacher plans lessons that help me learn new things.

My teacher challenges me to do my best.

I have choices in how I show my teacher what I have learned.

I get to participate in class discussions.

I get a chance to work with my classmates.

I enjoy coming to school.

1	2	3	4	5
1-19%	20-39%	40-59%	60-79%	80-100%

9) STEM – High School

1	2	3	4	5
Students have access to one STEM elective course.	Students have access to more than one STEM elective.	Students have access to more than one STEM elective, and science teachers integrate STEM instruction.	Students have access to more than two STEM courses, and math/science teachers integrate STEM instruction.	Students have access to a STEM pathway, math/science teachers integrate STEM instruction, and relevant STEM career exploration is integrated into instruction.

10) Soft Skills- High School Student introduction to workforce/soft skills through the 4 “C”s (Communication, Collaboration, Creativity, and Critical Thinking). These skills are developed using various activities throughout the curriculum.

1	2	3	4	5
There is no evidence that workforce/soft skills are taught.		Lessons which foster development of the 4 “C”s are evident in instructional plans.		Lessons which foster development of the 4 "C"s are well developed and implemented throughout content areas and grade levels.

11) Technology Learning – High School

Students use technology for authentic learning and the acquisition of the knowledge, skills and attitudes to perform in the 21st century world. (SAMR Model)

1	2	3	4	5
Students use little or no technology.	Students use software for skill reinforcement. (Substitution)	Students use technology to access, communicate and present information. (Augmentation)	Students evaluate and analyze data to solve problems. (Modification)	Students propose, assess, and implement solutions to problems using databases and digital resources. (Redefinition)

12) Average number of Technology Professional Development hours earned by district staff

1	2	3	4	5
0-2	3-5	6-8	9-11	12 or more hours

13) Engagement Measure – High School

Average Percentage Definitely or Yes responses from the Student Instructional Survey

My teacher plans lessons that help me learn new things. My teacher challenges me to do My best.

I have choices in how I show my teacher what I have learned. I get to participate in class discussions. I get a chance to work with my classmates. I enjoy coming to school.

1	2	3	4	5
1-19%	20-39%	40-59%	60-79%	80-100%

14) Community Service Projects and Hours Earned – Average hours completed per graduate

1	2	3	4	5
Average less than 60 hours	Between 61 and 70 hours	Between 71 and 80 hours	Between 81 and 90 hours	Over 90 hours

15) Senior Project Completion - % of graduates completing Senior Project

1	2	3	4	5
Less than 50%	Between 51% and 60 %	Between 61% and 70 %	Between 71% and 80 %	Over 80%

16) Foreign Language Acquisition – % of Graduates Completing 3 or more Foreign Language Courses

1	2	3	4	5
Less than 40%	40% to 40%	50% to 59 %	60% to 69%	70% to 79%

17) Percent of teachers ESL certified

1	2	3	4	5
Fewer than 10%	Between 11% and 25%	Between 26% and 45%	Between 46% and 65%	Greater than 66%

Workforce Development

18) Offering Career & Technical Education (CTE) and Technology Applications courses is an indicator of campus integration and support of 21st Century Workforce Development.

1	2	3	4	5
Campus does not offer any CTE/Tech Apps courses.		Campus offers 6 - 8 CTE/Tech Apps courses.	Campus offers 9 - 12 CTE/Tech Apps courses.	Campus offers 13 or more CTE/Tech Apps courses.

19) Total number of industry certifications earned by students enrolled in CTE each year.

1	2	3	4	5
0-24	25-49	50-99	100-149	150 or greater

20) Percent of students enrolled in CTE courses

1	2	3	4	5
Fewer than 25%	Between 25% and 44%	Between 45% and 64%	Between 65% and 84%	Greater than 85%

21) Number of areas in which students may earn an endorsement (STEM, Business & Industry, Public Services, Arts & Humanities or Multidisciplinary Studies)

1	2	3	4	5
1	2	3	4	5

Instructional Practices

1) Technology Teaching - Elementary

Teachers use technology to provide students with authentic learning opportunities and promote student acquisition of the knowledge, skills and attitudes needed in the 21st century. (SAMR Model)

1	2	3	4	5
Little or no technology is integrated into instruction.	Teachers use technology to supplement instruction, streamline management functions, and present teacher facilitated instruction. (Tool	Teachers use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration.	Teachers use technology in teacher and some student-centered instruction to develop critical thinking skills and provide opportunities for collaboration with content experts,	Teachers integrate technology in a student-centered learning environment where technology is used to solve real world problems. Technology allows for redefinition in the creation of new

	Substitution)	(Augmentation)	peers, parents, and teachers. (Modification and Task Redesign)	tasks. (Redefinition/SAMR model)
--	---------------	----------------	---	-------------------------------------

2) Professional Development, GT – Elementary

1	2	3	4	5
Teachers serving GT students have not had 30 hours of state GT training.		Teachers serving GT students have received the 30 hour GT training and annual updates. Administrators and counselors have received the initial 6 hours.		Teachers serving GT students have received the 30 hour GT training and updates. Administrators and counselors have received the initial 6 hours and annual updates.

3) Instructional Time, GT – Elementary

1	2	3	4	5
Fewer than 28 weeks of instruction		28-30 weeks of instruction	31 weeks of instruction	32 weeks of instruction

4) Technology Teaching – Middle School

Teachers use technology to provide students with authentic learning opportunities and to promote student acquisition of the knowledge, skills and attitudes needed to perform in the 21st century world. (SAMR Model)

1	2	3	4	5
Little or no technology is integrated into instruction.	Teachers use technology to supplement instruction, streamline management functions, and present teacher facilitated instruction. (Tool Substitution)	Teachers use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration. (Augmentation)	Teachers use technology in teacher and student-centered instruction to develop critical thinking skills and provide opportunities for collaboration with content experts, peers, parents, and teachers. (Modification and Task Redesign)	Teachers integrate technology in a student-centered learning environment where technology is used to solve real world problems. Technology allows for redefinition in the creation of new tasks. (Redefinition)

--	--	--	--	--

5) GT Differentiation in Regular Classes – Middle School

1	2	3	4	5
Gifted/talented students remain at the pace of the general class. There is no evidence of acceleration or differentiation.		There is evidence of administrative support, professional development and GT teacher coaching that supports regular classroom teachers. Teachers integrate GT and differentiation strategies in core areas with guidance, supervision, and feedback from the GT specialist.		A continuum of learning experiences is provided regularly in the four core areas leading to accelerated and enriched learning. Student choice in project / products is encouraged and students are provided opportunities to extend learning.

6) Professional Development, GT – Middle School

1	2	3	4	5
Teachers serving GT students have not had 30 hours of state GT training.		Teachers serving GT students have received the 30 hour GT training and annual updates. Administrators and counselors have received the initial 6 hours.		Teachers serving GT students have received the 30 hour GT training and updates. Administrators and counselors have received the initial 6 hours and annual updates.

7) Technology Teaching – High School

Teachers use technology to provide students with authentic learning opportunities and to promote student acquisition of the knowledge, skills and attitudes needed to perform in the 21st century world. (SAMR Model)

1	2	3	4	5
Little or no technology is integrated into	Teachers use technology to supplement instruction, streamline management	Teachers use technology to direct instruction, improve productivity, model technology skills,	Teachers use technology in teacher and student-centered instruction to develop critical thinking skills and provide opportunities for	Teachers integrate technology in a student-centered learning environment where technology is used to solve real

instruction.	functions, and present teacher facilitated instruction. (Tool Substitution)	and direct students in the use of applications for technology integration. (Augmentation)	collaboration with content experts, peers, parents, and teachers. (Modification and Task Redesign)	world problems. Technology allows for redefinition in the creation of new tasks. (Redefinition)
--------------	---	---	--	---

8) GT – High School

The four core areas are English Language Arts, Science, Social Studies and Math at the Honors and Dual Credit level.

1	2	3	4	5
Gifted/talented students are assigned to classes without any consideration of differentiation.		Gifted/talented students will be permitted entrance into Honors courses within the four core areas.	Gifted/talented students are ensured opportunities to collaborate (clustering) and are ensured differentiation of core curriculum. Flexible grouping patterns and independent investigations are evidenced in the four core areas.	Gifted/talented students are ensured opportunities to collaborate (clustering) and are ensured differentiation of Flexible grouping patterns and independent investigations are evidenced in the four core areas. Services for gifted/talented students are comprehensive, structured, sequenced and are appropriately challenging in areas of arts, leadership and creativity.

9) Percent of professional district staff with 30 GT hours.

1	2	3	4	5
Fewer than 10%	Between 11% and 25%	Between 26% and 45%	Between 46% and 65%	Greater than 66%

10) Percent of Administrators/Counselors who meet State GT Requirement

1	2	3	4	5

Fewer than 50% responsible administrators/ Counselors Meeting State requirements	75% responsible administrators/ Counselors Meeting State requirements	100% responsible administrators/ Counselors Meeting State requirements	100% responsible administrators/ Counselors Meeting State requirements AND have 3 additional hours	100% responsible administrators/ Counselors Meeting State requirements AND have 6 or more additional hours
--	---	--	--	--

11) Percent of teachers using inquiry driven instruction at the prescribed level through Engaged Learning Units

1	2	3	4	5
Fewer than 25%	Between 25% and 39%	Between 40% and 54 %	Between 55% and 69%	Greater than 70%

Fine Arts Programs

1) Art - Elementary

1	2	3	4	5
Participation in no district sponsored art exhibits		Participation in 1 district sponsored art exhibit	Participation in 2 district sponsored art exhibits	Participation in 3 district sponsored art exhibits

2) Music - Elementary

1	2	3	4	5
No campus music performances		Presentation of 3 music performance	Presentation of 4 music performances	Presentation of 5 or more music performances

3) All Region Band – Middle School

All-Region Band Auditions -% of all band students in grades 7 & 8 making All Region Band

1	2	3	4	5
---	---	---	---	---

Fewer than 10 % of Band students were named All Region	Between 10% and 15% of Band students were named All Region	Between 15% and 19% of Band students were named All Region	Between 20% and 24% of Band students were named All Region	More than 25% of Band students were named All Region
--	--	--	--	--

4) All Region Choir – Middle School

All-Region Choir Auditions -% of all choir students in grades 7 & 8 making All Region Choir

1	2	3	4	5
Fewer than 10% of Choir students were named All Region	Between 10% and 14% of Choir students were named All Region	Between 15 % and 19% of Choir students were named All Region	Between 20% and 24% of Choir students were named All Region	More than 25% of Choir students were named All Region

5) VASE Art – Middle School

VASE Art Levels I-II

1	2	3	4	5
No students participated	Less than 5% of art students participated	5% of art students participated	6-9% of art students participated	10% or more of art students participated

6) Fine Arts Enrollment – Middle School

6th - 8th grade student enrollment in Band, Choir, Art, or Theatre

1	2	3	4	5
<29%	30-44%	45-59%	60-70%	>70%

7) One Act Play – Middle School

1	2	3	4	5
Campus fails to place in top 3 of District / Zone		Campus places in top 3 of District / Zone	Campus places in top 2 of District / Zone	Campus wins District / Zone Championship

8) All Region Band - High School

1	2	3	4	5

Fewer than 10 % of Band students were named All Region	Between 10% and 15% of Band students were named All Region	Between 15% and 19% of Band students were named All Region	Between 20% and 24% of Band students were named All Region	More than 25% of Band students were named All Region
--	--	--	--	--

9) Marching Band Contest – High School

1	2	3	4	5
Band receives 3 at UIL Marching Contest		Band receives 2 at UIL Marching Contest	Band receives 1 at UIL Marching Contest	Band receives Sweepstakes at UIL Marching Contest

10) UIL Band Concert & Sightreading Contest

1	2	3	4	5
Band receives 3 at UIL Concert Contest		Band receives 2 at UIL Concert Contest	Band receives 1 at UIL Concert Contest	Band receives Sweepstakes at UIL Concert Contest

11) All Region Choir - High School

1	2	3	4	5
Fewer than 10% of Choir students were named All Region	Between 10% and 14% of Choir students were named All Region	Between 15 % and 19% of Choir students were named All Region	Between 20% and 24% of Choir students were named All Region	More than 25% of Choir students were named All Region

12) UIL Choir Concert & Sightreading Contest

1	2	3	4	5
Varsity Choir receives 3 at UIL Concert Contest		Varsity Choir receives 2 at UIL Concert Contest	Varsity Choir receives 1 at UIL Concert Contest	Varsity Choir receives Sweepstakes at UIL Concert Contest

13) Theatrical Design – High School

1	2	3	4	5
No students participated	1-3 theater students participated	4-6 theater students participated	7-9 theater students participated	10 or more theater students participated (max.12)

14) One Act Play – High School

1	2	3	4	5
OAP does not advance out of District		OAP advances to Bi - District	OAP advances to Area	OAP advances to Region

15) VASE Art – High School
VASE Art Levels I-II

1	2	3	4	5
No students participated	Less than 5% of art students participated	5% of art students participated	6-9% of art students participated	10% or more of art students participated

16) Fine Arts Enrollment

HS student enrollment in Art, Band, Choir, Theater, Debate, or Extemp Speech

1	2	3	4	5
<19%	20-34%	35-49%	50-60%	>60%

Extra / Co – Curricular Programs

1) Academic UIL - Elementary

1	2	3	4	5
Campus fails to place in top 3 of District / Zone		Campus places in top 3 of District / Zone	Campus places in top 2 of District / Zone	Campus wins District / Zone Championship

2) Athletic Participation – Middle School

1	2	3	4	5
Less than 50%	51% to 60%	61% to 70 %	71% to 80%	Over 80%

3) Academic UIL – Middle School

1	2	3	4	5
Campus fails to place in top 3 of District / Zone		Campus places in top 3 of District / Zone	Campus places in top 2 of District / Zone	Campus wins District / Zone Championship

4) Academic UIL Performance – High School

1	2	3	4	5
High School team places outside top 3 in district		High School team places 3 rd in district	High School team places 2 nd in district	High School team wins district

5) Athletic Participation

Percent of high school students that participate in 1 or more athletic teams

1	2	3	4	5
Less than 50%	51% to 60%	61% to 70 %	71% to 80%	Over 80%

6) Varsity Athletic Performance

Sunnyvale ISD currently competes in 12 sports for District championships

1	2	3	4	5
No teams win district championship	At least 2 teams win district championship	At least 4 teams win district championship	At least 6 teams win district championship	At least 8 teams win district championship

7) Number of minutes elementary students have access to exercise other than PE a week

1	2	3	4	5
Less than 30	Between 30 and 49	Between 50-74	Between 75 and 99	100 minutes or

		minutes		more
--	--	---------	--	------

Community and Parent Involvement

1) Total number of parent support groups or booster clubs (FFA, Band, Athletics, SEF, PTA, Watchdogs, All Pro Dads, Choir, Drill Team, etc...)

1	2	3	4	5
1-2	3-4	5-6	7-9	More than 9

2) Ratio of PTA memberships to student population

1	2	3	4	5
Fewer than 25%	Between 25% and 39%	Between 40% and 54 %	Between 55% and 69%	Greater than 70%

3) Number of e-alerts subscribers compared to enrollment

1	2	3	4	5
Fewer than 30%	Between 30% and 59%	Between 60% and 79 %	Between 80% and 100%	More than 100%

4) Number of night events offered at the Elementary

1	2	3	4	5
1-2	3-4	5-6	7-8	More than 8

5) Number of academic/informative night events offered at the Middle School

1	2	3	4	5
1-2	3-4	5-6	7-8	More than 8

6) Number of academic/informative night events offered at the High School

1	2	3	4	5
1-2	3-4	5-6	7-8	More than 8

Special Populations

1) Number of opportunities such as field trips, Special Olympics and other community events that relate to parents of special needs students

1	2	3	4	5
0-2	3-4	5-6	7-8	More than 8

2) Percent of professional district personnel certified in SPED

1	2	3	4	5
Fewer than 10%	Between 11% and 25%	Between 26% and 45%	Between 46% and 65%	Greater than 65%

3) Percentage of RTI students making adequate yearly growth on multiple measures of assessments such as MAP, DRA, ISTATON, or STAAR Achiever

1	2	3	4	5
0-20%	21%-40%	41%-60%	61%-80%	81%-100%

4) Percentage of ELL students making adequate yearly growth on multiple measures of assessments such as MAP, DRA, ISTATON, or STAAR Achieve

1	2	3	4	5
0-20%	21%-40%	41%-60%	61%-80%	81%-100%

5) Percentage of 504 students making adequate yearly growth on multiple measures of assessments such as MAP, DRA, ISTATON, or STAAR Achiever

1	2	3	4	5
0-20%	21%-40%	41%-60%	61%-80%	81%-100%

6) Percentage of SPED students making adequate yearly growth on multiple measures of assessments such as MAP, DRA, ISTATION, or STAAR Achiever

1	2	3	4	5
0-20%	21%-40%	41%-60%	61%-80%	81%-100%

MAP Data

	Level 1	Level 2	Level 3	Level 4	Level 5
Elementary Math	<25%	26%-39%	40%-50%	51%-69%	>70%
Elementary Reading	<25%	26%-39%	40%-50%	51%-69%	>70%
Elementary Science	<25%	26%-39%	40%-50%	51%-69%	>70%
MS Math	<25%	26%-39%	40%-50%	51%-69%	>70%
MS Reading	<25%	26%-39%	40%-50%	51%-69%	>70%
MS Science	<25%	26%-39%	40%-50%	51%-69%	>70%
HS Math	<25%	26%-39%	40%-50%	51%-69%	>70%
HS Reading	<25%	26%-39%	40%-50%	51%-69%	>70%

Total points for levels earned	24
Total Measures	7
Average Level	3.43

STAAR Data

Campus	Indicator	Level 1	Level 2	Level 3	Level 4	Level 5
	% Met Progress					
	Reading	<45%	45-54%	55-64%	65-74%	>75%
	Math	<45%	45-54%	55-64%	65-74%	>75%
SES	Total Points for Met Progress: 7			Average Score: 3.5		
SMS	Total Points for Met Progress: 7			Average Score: 3.5		
SHS	Total Points for Met Progress: 9			Average Score: 4.5		
	% Exceeded Progress					
SES	Reading	<10%	10-14%	15-19%	20-24%	>25%
SMS						
SHS	Math	<10%	10-14%	15-19%	20-24%	>25%

SES	Total Points for Exceeded Progress: 9			Average Score: 4.5		
SMS	Total Points for Exceeded Progress: 6			Average Score: 3		
SHS	Total Points for Exceeded Progress: 6			Average Score:3		
	% Level II					
	Reading	<60%	60-69%	70-79%	80-89%	>90%
SES	Math	<60%	60-69%	70-79%	80-89%	>90%
SMS	Writing	<60%	60-69%	70-79%	80-89%	>90%
	Science	<60%	60-69%	70-79%	80-89%	>90%
	Social Studies	<60%	60-69%	70-79%	80-89%	>90%
	% Level II					
	ELA	<60%	60-69%	70-79%	80-89%	>90%
SHS	Math	<60%	60-69%	70-79%	80-89%	>90%
	Science	<60%	60-69%	70-79%	80-89%	>90%
	Social Studies	<60%	60-69%	70-79%	80-89%	>90%
SES	Total Points for Level II, Met Standard: 14			Average Score: 4.7		
SMS	Total Points for Level II, Met Standard: 25			Average Score: 5		
SHS	Total Points for Level II, Met Standard: 20			Average Score: 5		
	% Level III					
	Reading	<20%	20-24%	25-29%	30-34%	>35%
SES	Math	<15%	15-19%	20-24%	25-29%	>30%
SMS	Writing	<5%	5-9%	10-14%	15-19%	>20%
	Science	<10%	10-14%	15-19%	20-24%	>25%

	Social Studies	<20%	20-24%	25-29%	30-34%	>35%
SHS	% Level III					
	ELA	<20%	20-24%	25-29%	30-34%	>35%
	Math	<15%	15-19%	20-24%	25-29%	>30%
	Science	<10%	10-14%	15-19%	20-24%	>25%
	Social Studies	<20%	20-24%	25-29%	30-34%	>35%
SES	Total Points for Level III, Advanced: 13			Average Score: 4.3		
SMS	Total Points for Level III, Advanced: 25			Average Score: 5		
SHS	Total Points for Level III, Advanced: 14			Average Score: 3.5		
SHS	% Post-secondary					
	2 or More	<45%	45-49%	50-54%	55-59%	>60%
	ELA	<55%	55-59%	60-64%	65-69%	>70%
	Math	<40%	40-44%	45-49%	50-54%	>55%
	Writing	<35%	35-39%	40-44%	45-49%	>50%
	Science	<45%	45-49%	50-54%	55-59%	>60%
	Social Studies	<45%	45-49%	50-54%	55-59%	>60%
	Total Points for Post-Sec Readiness:			Average Score:		
SISD combined	# of Distinctions	0	1-3	4-6	7-9	>10

Compliance with Reporting and Policy Requirements

1. Required Reports-(NCLB, SPED compliance, CTE, Highly Qualified)

1	2	3	4	5
Fewer than 25% of data reporting requirements met	Between 25% and 39% of data reporting requirements met	Between 40% and 54 % of data reporting requirements met	Between 55% and 69% of data reporting requirements met	Greater than 70% of data reporting requirements met

--	--	--	--	--

2. Academic Notices/Reports- (TAPR, PEIMS, STAAR report to parents)

1	2	3	4	5
Fewer than 25% of data reporting requirements met	Between 25% and 39% of data reporting requirements met	Between 40% and 54 % of data reporting requirements met	Between 55% and 69% of data reporting requirements met	Greater than 70% of data reporting requirements met

3. General Governance notices/Reports-(TASB updates reviewed and updated)

1	2	3	4	5
Fewer than 25% of data reporting requirements met	Between 25% and 39% of data reporting requirements met	Between 40% and 54 % of data reporting requirements met	Between 55% and 69% of data reporting requirements met	Greater than 70% of data reporting requirements met

4. Required Student Forms-(Home Lang. Survey, Migrant Survey, Shots and Imm, Free/Reduced Lunch, Student code of Conduct, Handbooks)

1	2	3	4	5
Fewer than 25% of data reporting requirements met	Between 25% and 39% of data reporting requirements met	Between 40% and 54 % of data reporting requirements met	Between 55% and 69% of data reporting requirements met	Greater than 70% of data reporting requirements met