

# Snoqualmie Valley School District

## District Scorecard Measurements

SUBJECT	How we measure it...	Why it is Important...
<b>ACADEMIC ACHIEVEMENT STATE STANDARDS</b>		
<p><b>English Language Arts (ELA)</b> Grades 3-8 &amp; 11</p>	<ul style="list-style-type: none"> <li>The percentage of students at grades 3-5; 6-8 and 11 who met and/or exceeded standard on the Washington State Smarter Balanced ELA exam.</li> <li>Data is provided by the Office of the Superintendent for Public Instruction (OSPI) on the online <a href="#">Washington State Report Card</a>.</li> </ul>	<p>Research supports that achievement in third-grade reading is a strong predictor of academic success throughout their learning experience. Third grade is a critical turning point in children's education when they shift from 'learning to read' to 'reading to learn.' Children who cannot read proficiently by this point will struggle to master the more demanding academic content in later grades, therefore falling further behind.</p> <p>Meeting the standard on the Smarter Balanced exams indicates a student knows and can demonstrate the fundamental concepts of the course and is prepared for the next level of rigor.</p>
<p><b>Math</b> Grades 3-8 &amp; 11</p>	<ul style="list-style-type: none"> <li>The percentage of students who met and/or exceeded standard on the state Smarter Balanced mathematics exam at grades 3-5.</li> <li>The percentage of students who met and/or exceeded standard on the state Smarter Balanced mathematics exam at grades 6-8.</li> <li>Data is provided by the Office of the Superintendent for Public Instruction (OSPI) on the online <a href="#">Washington State Report Card</a>.</li> </ul>	<p>Meeting standard in Math indicates a student knows and can demonstrate the fundamental concepts of the course and is prepared for the next level of rigor. These results will also identify students who are not on target and who need intervention in order to be successful in Algebra.</p> <p>Research supports that Algebra is the gateway and foundation to higher level mathematics and STEM related courses in high school and beyond. Students who complete Algebra 1 and/or Geometry prior to 9<sup>th</sup> grade are prepared to take a wider array of high school mathematics courses. Students who complete Calculus, AP Calculus, or AP Statistics are more competitive college applicants.</p>

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<b>ACADEMIC PARTICIPATION &amp; ACHIEVEMENT</b> (new measure)		
Middle School Mathematics	<ul style="list-style-type: none"> <li>The percentage of 8<sup>th</sup> grade students who enrolled in Common Core 8 (CC8—Core Pathway), Algebra (Accelerated Pathway) or Geometry (Exceptional Pathway) at TFMS or CKMS.</li> <li>Of those enrolled in CC8, Algebra or Geometry in 8<sup>th</sup> grade, the percentage of students who earn a C or better. The gap between the percentage of students who have earned a C or better and 100% is made up of students who earn a C-, D or F in at least one semester; or students who drop the class in order to enroll in an easier course.</li> </ul>	As more students take high school level math courses in middle school it is important to evaluate how well students are doing so that students enter high school with strong foundational skills and knowledge.
Music	<ul style="list-style-type: none"> <li>For Elementary extracurricular band and choir participation, the number of students enrolled was provided by the SVSD Music Coalition in their 2015 SVSD Annual Report. The percentage is calculated using June enrollment</li> <li>The percentage of students who enrolled in at least one year-long music program (band or choir) at MSHS, TFMS and CKMS. The percentage is calculated using June enrollment.</li> </ul>	Research consistently finds strong correlations between music and academic achievement in a variety of subjects.
<b>ATTENDANCE &amp; DISCIPLINE</b>		
Attendance (new measure)	<ul style="list-style-type: none"> <li>Chronic absenteeism is when a student misses 18 or more full days of school for any reason, excused or unexcused. This represents 10% of the school year, and can mean a student misses as few as 2 days of school per month.</li> <li>This measure includes students who were enrolled at any point during the year.</li> </ul>	Research shows strong linkages between attendance and graduation rates.
Student Discipline (new measure)	<ul style="list-style-type: none"> <li>Number of students who have an expulsion or suspension.</li> <li>Measure includes students enrolled at any time during the year.</li> </ul>	Students discipline may be associated with suspension or expulsion from school, negatively impacting student attendance and academic success.

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<b>COLLEGE AND CAREER READINESS</b>		
AP Courses	<ul style="list-style-type: none"> <li>The percentage of high school students at MSHS enrolled in at least one Advanced Placement (AP) class during the school year. The total number of High School students enrolled in AP classes is provided by the Mount Si High School Counseling Center, and the percentage is calculated using June enrollment.</li> <li>The percentage of students taking one or more AP exams and receiving a passing score on at least one of those exams. This data is provided by the College Board, the organization responsible for administering the exam.</li> </ul>	<p>Rigorous Advanced Placement (AP) courses in high school prepare students to be successful in college.</p> <p>Passing the AP exam indicates a student has learned and can demonstrate upper-level course materials.</p> <p>Passing AP exams help students attain college credit while in high school.</p>
Graduation Rates	<ul style="list-style-type: none"> <li>Actual on-time cohort graduation rate as reported by OSPI.</li> <li>Actual Adjusted 5-year cohort Extended Graduation Rate and reported by OSPI.</li> <li>Preliminary data from CEDARS is not certified until November.</li> </ul>	<p>High school graduation is a signal that students are prepared for post-high school education and the world of work.</p>
CADR	<ul style="list-style-type: none"> <li>The percentage of Mount Si High School graduates meeting Washington's 4-year college admissions requirements (4 years of English, 3 of math, 3 of social studies, 2 of lab science, 2 of the same foreign language, and 1 of fine arts).</li> </ul>	<p>Students that meet this measure are better prepared to be successful in the college admission process.</p>
Credits	<ul style="list-style-type: none"> <li>The percentage of Mount Si High School 9<sup>th</sup> grade students who have earned six high school credits by the start of 10<sup>th</sup> grade. In addition to six credit students served by MSHS for the full school year, this percentage includes students who transfer to MSHS from other districts with sufficient transfer credits to earn a total of six credits. June enrollment is used to calculate the percentage.</li> <li>The gap between the percentage of students who have earned six credits and 100% is made up of students who leave the District or transfer from MSHS to Two Rivers, part time students (i.e. homeschooled students) and students who fail one or more classes.</li> </ul>	<p>Students who have earned less than six credits by the end of their Freshmen year are at risk for an on-time graduation.</p>

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<b>MSHS POST-SECONDARY ENROLLMENT AND REMEDIATION</b>		
Postsecondary Enrollment	<ul style="list-style-type: none"> <li>In analyzing postsecondary enrollment, we consider the percentage of high school graduates who attended postsecondary education institutions within one year of graduating high school. Those institutions include 2-year and 4-year colleges and universities for public, private, in state and out of state (OSPI data is a tad higher than National Student Clearing House Data).</li> </ul>	Provides an accountability measure for overall equity of student enrollment and success.
Postsecondary Remediation	<ul style="list-style-type: none"> <li>Remediation rates for Math and English per OSPI Analytics.</li> </ul>	Placement in remediation courses increase time and funds for students to complete degrees.
MSHS Graduate Survey	<ul style="list-style-type: none"> <li>Self-reported on the last day of school as part of the senior check out process</li> </ul>	Provides a snapshot of student intent for their future plans.
<b>SAFE LEARNING ENVIRONMENT</b>		
Healthy Youth Survey	<ul style="list-style-type: none"> <li>The Healthy Youth Survey is a statewide survey given to students in grades 6, 8, 10, every other year in October.</li> </ul>	Research supports that optimal learning takes place when students feel safe at school. The Healthy Youth Survey is administered nation and statewide every other year.
Educational Effectiveness Survey	<ul style="list-style-type: none"> <li>The percentage of parents from the Educational Effectiveness Survey that have indicated their child feels safe at school. Parents who respond Often True and Almost Always True to the statement "My child feels safe at school" are included in this percentage. This survey is administered in May/June.</li> </ul>	Parent, student, and staff satisfaction is fundamental to a healthy school climate and to measuring our success in providing an excellent education environment.
Student Engagement Survey	<ul style="list-style-type: none"> <li>The percentage of all students at grades 6-12 that have indicated they feel safe at school based on the National Center for School Leadership Student Engagement &amp; Satisfaction Survey. Students who respond Neutral, Agree and Strongly Agree to the statement "I feel safe at school" are included in this percentage.</li> </ul>	Parent, student, and staff satisfaction is fundamental to a healthy school climate and to measuring our success in providing an excellent education environment.