



# Campus STaR Report

Daniels ES

2008-2011 comparison data

# Texas STaR Chart

## **STaR Chart**

The data from the Texas STaR Chart is used to help document how districts are meeting requirements outlined by No Child Left Behind (NCLB), USAC (e-Rate), and the Long Range Plan for Technology (LRPT). 2009-2010 introduced the idea of having the teachers, librarians, and administrators fill out their own STaR Chart to add to the data.

### **Data provided includes:**

- Profile of campus/district technology preparedness
- Profile of campus/district knowledge of online learning, technology resources, instructional support, and planning
- Evidence of meeting goals of Long Range Plan for Technology & NCLB, Title II Part D
- Improvement areas for teachers and campuses to use for Campus and District Improvement Planning
- Technology Standards that are required for all teachers

### **What can we do with this data?**

- Determine professional development needs for teachers
- Determine funding priorities based on teacher and classroom needs
- Provide data to support the need for grants or other resources.
- Help conceptualize the campus or district vision for technology
- Fulfill documentation procedures for NCLB, Title II funding requirements

**Levels**

Early Tech (Level 1)	Developing Tech (Level 2)	Advanced Tech (Level 3)	Target Tech (Level 4)
Early adoption of technology requirements.	Developing plans for integrating technology.	Advanced integration of technology in classrooms.	Meets the SBEC, NCLB, and LRPT plans for technology integration.



TEXAS CAMPUS &  
TEACHER STAR CHART

**Categories**

Teaching & Learning	Educator Preparation & Development	Leadership, Administration & Instructional Support	Infrastructure for Technology
Patterns of Classroom Use	Professional Development Experiences	Leadership & Vision	Students per Classroom Computers
Design of Instructional Setting	Models of Professional Development	Planning	Internet Access and Connectivity Speed
Content Area Connections	Capabilities of Educators	Instructional Support	Classroom Technology
TA TEKS Implementation	Technology Professional Development Participation	Communication & Collaboration	Technical Support
Student Mastery of TA TEKS	Levels of Understanding and Patterns of Use	Budget	Local Area Network/Wide Area Network
Online Learning	Capabilities of Educators with Online Learning	Leadership & Support for Online Learning	Distance Learning Capability

## Campus Score Differential - 2008-2010

Daniels ES	Teaching & Learning	Educator Preparation & Development	Leadership Administration & Instructional Support	Infrastructure for Technology
2008-2009	12	10	14	12
	Developing	Developing	Developing	Developing
2009-2010	12	11	17	12
	Developing	Developing	Advanced	Developing
2010-2011	14	11	20	15
	Developing	Developing	Advanced	Developing

## Campus Strengths

- Most teachers have regular weekly access and use of technology and digital resources for curriculum activities in the classroom, library, or lab. (TL2)
- Most teachers use technology to support content objectives. (TL3)
- Campus leadership communicates and implements a shared vision and obtains buy-in for comprehensive integration of technology leading to increased student achievement (L1)
- Campus has a technology rich Campus Improvement Plan along with a leadership team that sets annual technology benchmarks based on SBEC Technology Application standards (L2)
- Current information tools and systems are used at my campus for communication, management of schedules and resources, performance assessment, and professional development (L4)
- Campus discretionary funds and other resources are allocated to advance implementation of most of the technology strategies to meet the goals and objectives outlined in the Campus Improvement Plan (L5)
- Online learning is encouraged and supported through professional development; goals for the online learning are being developed for the Campus Improvement Plan (L6)
- Direct connectivity to the Internet available at the campus in at least 75% of the rooms, including the Library (INF2)
- Broadband access to the campus with most rooms connected to the LAN/WAN with access for teachers and students to print/file sharing, and district-wide resources on the campus network. (INF5)

## Campus Improvement Goals:

- Teachers will seamlessly integrate technology in a student-centered learning environment where technology is used to solve real world problems in collaboration with business, industry, and higher education.
- Teachers and students will have on-demand access to appropriate technology resources anytime/anywhere for technology integrated curriculum activities on the campus, in the district, at home, or key locations in the community.
- Teachers will be knowledgeable of and seamlessly integrate the TA TEKS as appropriate for content area and grade level.
- Teachers will participate in 30 hours or more of technology professional development that is available per school year.
- Most teachers will customize online content and provide teaching units or courses online for students to access.
- Our campus will use a variety of media and formats to communicate, interact and collaborate with education stakeholders.
- Online learning will be facilitated and supported through professional development and integrated into the Campus Improvement Plan.
- We will provide technology for four or less students to access per Internet-connected multimedia computer.
- All classrooms will be fully equipped with readily available technology to enhance student instruction.
- We will provide the ratio of at least one technical staff member to 350 or less computers.

# The Texas Campus School Technology and Readiness (STaR) Chart

KEY AREA:	TEACHING & LEARNING					
Focus Area:	TL 1	TL 2	TL 3	TL 4	TL 5	TL 6
Levels of Progress:	Patterns of Classroom Use	Frequency/ Design of Instructional Setting Using Digital Content	Content Area Connections	Technology Applications (TA) TEKS Implementation (TAC Chapter 126)	Student Mastery of Technology Applications (TA) TEKS	Online Learning
<b>Early Tech</b>	Teachers primarily use technology to supplement instruction, streamline management functions, and present teacher-centered lectures  Students use software for skill reinforcement	Most teachers occasionally use technology to supplement or reinforce instruction in classroom, library, or lab	Most teachers use technology for basic skills with little or no connections with content objectives	<b>K-8 Campuses:</b> Teachers are aware of the TA TEKS and the adopted TA instructional materials  <b>9-12 Campuses:</b> At least 4 high school TA courses are offered	<b>K-8 Campuses:</b> Within each grade level cluster (K-2, 3-5, 6-8), TA TEKS are mastered by up to 25% of the students <b>9-12 Campuses:</b> TA TEKS are mastered by up to 25% of the students as measured by integration in core classrooms and TA courses	Most teachers use a few web-based learning activities
<b>Developing Tech</b>	Teachers primarily use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of productivity applications for technology integration  Students use technology to access, communicate and present information	Most teachers have regular weekly access and use of technology and digital resources for curriculum activities in the classroom, library, or lab	Most teachers use technology to support content objectives	<b>K-8 Campuses:</b> Teachers are aware of the TA TEKS appropriate to content areas and regularly include technology skills in planning and implementing instruction; use adopted TA materials  <b>9-12 Campuses:</b> At least 4 high school TA courses offered and at least 2 taught	<b>K-8 Campuses:</b> Within each grade level cluster (K-2, 3-5, 6-8), TA TEKS are mastered by 26 to 50% of the students  <b>9-12 Campuses:</b> TA TEKS are mastered by 26 to 50% of the students as measured by integration in core classrooms and TA courses	Most teachers customize several web-based lessons which include online TEKS-based content, resources, learning activities and interactive communication that support learning objectives
<b>Advanced Tech</b>	Teachers primarily use technology in teacher-led and some student-centered learning experiences to develop higher-order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community  Students evaluate and analyze data to solve problems	Most teachers have regular weekly access and use of technology and digital resources in various instructional settings such as in classroom, library, lab, or through mobile technology	Most teachers incorporate technology in their subject area TEKS, and classroom applications of technology support the development of higher-order thinking skills and encourage collaboration	<b>K-8 Campuses:</b> Teachers are knowledgeable and consistently use the TA TEKS as appropriate for content area and grade level  <b>9-12 Campuses:</b> At least 4 high school TA courses offered and at least 4 taught	<b>K-8 Campuses:</b> Within each grade level cluster (K-2, 3-5, 6-8), TA TEKS are mastered by 51 to 85% of the students  <b>9-12 Campuses:</b> TA TEKS are mastered by 51 to 85% of the students as measured by integration in core classrooms and TA courses	Most teachers create web-based lessons which include online TEKS-based content, resources, learning activities, and interactive communications that support learning objectives
<b>Target Tech</b>	Teachers seamlessly integrate technology in a student-centered learning environment where technology is used to solve real world problems in collaboration with business, industry, and higher education  Learning is transformed as students propose, assess, and implement solutions to problems	Most teachers and students have on-demand access to appropriate technology and digital resources anytime/anywhere for technology integrated curriculum activities on the campus, in the district, at home, or key locations in the community	Most teachers and students seamlessly apply technology across all subject areas to provide learning opportunities beyond the classroom that are not possible without the technology	<b>K-8 Campuses:</b> Teachers are knowledgeable of and seamlessly integrate the TA TEKS as appropriate for content area and grade level  <b>9-12 Campuses:</b> At least 4 high school TA courses offered and at least 4 taught or included as new courses developed as independent study or innovative courses	<b>K-8 Campuses:</b> Within each grade level cluster (K-2, 3-5, 6-8), TA TEKS are mastered by 86 to 100% of the students  <b>9-12 Campuses:</b> TA TEKS are mastered by 86 to 100% of the students as measured by integration in core classrooms and TA courses	Most teachers create and integrate web-based lessons which include online TEKS-based content, resources, learning activities, and interactive communications that support learning objectives throughout the curriculum
<b>Correlation to Teacher STaR Chart</b>	<b>Patterns of Classroom Use</b>	<b>Frequency/ Design of Instructional Setting Using Digital Content</b>	<b>Content Area Connections</b>	<b>Technology Applications (TA) TEKS Implementation (TAC Chapter 126)</b>	<b>Student Mastery of Technology Applications (TA) TEKS</b>	<b>Online Learning</b>

# The Texas Campus School Technology and Readiness (STaR) Chart

EDUCATOR PREPARATION & DEVELOPMENT					
EP 1	EP 2	EP 3	EP 4	EP 5	EP 6
Content of Professional Development	Models of Professional Development	Capabilities of Educators	Access to Professional Development	Levels of Understanding and Patterns of Use	Professional Development for Online Learning
Most teachers have completed professional development in technology literacy skills, including the Internet, district information systems, and basic software applications	Our campus provides large group professional development sessions that focus on skills development and basic technology integration	Most of the teachers on my campus demonstrate one of the SBEC Technology Applications Standards	Less than 9 hours of technology professional development available per school year for all teachers	Most teachers understand technology basics and how to use teacher productivity tools	Most teachers have participated in professional development on the use of online learning
Most teachers have completed professional development on the integration of technology specific to their content area and to increase productivity to accomplish a variety of instruction and management tasks	Our campus provides large group professional development sessions that focus on increasing teacher productivity and building capacity to integrate technology effectively into content areas, and include follow-up to facilitate implementation	Most of the teachers on my campus demonstrate two to three of the SBEC Technology Applications Standards	9-18 hours of technology professional development available per school year for all teachers	Most teachers adapt technology knowledge and skills for content area instruction	Most teachers have participated in professional development on the customization of online courses or content for appropriate subject area
Most teachers have completed professional development on integration of technology and use of proven strategies that facilitate the development of higher order thinking skills and collaboration with experts, peers, and parents	Our campus provides on-going professional development utilizing multiple staff development models including training, observation/assessment study groups and mentoring	Most of the teachers on my campus demonstrate four SBEC Technology Applications Standards	19-29 hours of technology professional development available per school year for all teachers	Most teachers use technology as a tool in and across content areas to enhance higher order thinking skills	Most teachers have participated in professional development to teach online
Most teachers participate in or mentor others in the development of strategies for creating new learning environments that empower students to think critically to solve real-world problems and collaborate with experts across business, industry and higher education	Our campus promotes anytime, anywhere learning available through a variety of delivery systems including individually guided activities, inquiry/action research, and involvement in a developmental/improvement process	Most teachers on my campus demonstrate all of the SBEC Technology Applications Standards	30 or more hours of technology professional development available per year school year for all teachers	Most teachers create new interactive, collaborative, customized learning environments	Most teachers customize online content and have taught or are teaching content units or courses online
<b>Professional Development Experiences</b>	<b>Models of Professional Development</b>	<b>Capabilities of Educators</b>	<b>Technology Professional Development Participation</b>	<b>Levels of Understanding and Pattern of Use</b>	<b>Capabilities of Educators with Online Learning</b>

# The Texas Campus School Technology and Readiness (STaR) Chart

<b>LEADERSHIP, ADMINISTRATION, &amp; INSTRUCTIONAL SUPPORT</b>					
<b>L 1</b>	<b>L 2</b>	<b>L 3</b>	<b>L 4</b>	<b>L 5</b>	<b>L 6</b>
<b>Leadership and Vision</b>	<b>Planning</b>	<b>Instructional Support</b>	<b>Communication and Collaboration</b>	<b>Budget</b>	<b>Leadership and Support for Online Learning</b>
Campus leadership has basic awareness of the potential of technology in education to lead to student achievement	Campus has few technology goals and objectives incorporated in the Campus Improvement Plan	Campus has limited instructional support for the integration and use of technology in content areas	Campus has limited use of technology to communicate with teachers and parents	Campus has limited discretionary funds for implementation of technology strategies to meet goals and objectives outlined in the Campus Improvement Plan	<p><b>Grades K-8:</b> Campus leadership has basic understanding about the use of online learning</p> <p><b>Grades 9-12:</b> Online for-credit courses are not available to students to meet individual learning needs</p>
Campus leadership develops a shared vision and begins to build buy-in for comprehensive integration of technology leading to increased student achievement	Campus has several technology goals and objectives that are incorporated in the Campus Improvement Plan	Campus provides regular access to instructional support for the integration and use of technology in content areas.	Campus uses technology for communication and collaboration among colleagues, staff, parents, students and the larger community	Campus discretionary funds and other resources are allocated to advance implementation of some technology strategies to meet goals and objectives outlined in the Campus Improvement Plan	<p><b>Grades K-8:</b> Campus uses online learning and educators collaborate on the integration of online learning into the curriculum</p> <p><b>Grades 9-12:</b> Online for-credit courses are available to meet individual needs learning needs in a limited number (1-2) of specific circumstances</p>
Campus leadership communicates and implements a shared vision and obtains buy-in for comprehensive integration of technology leading to increased student achievement	Campus has a technology-rich Campus Improvement Plan along with a leadership team that sets annual technology benchmarks based on SBEC Technology Applications standards	Teacher cadres have been established to create and participate in learning communities that stimulate, nurture, and support faculty in using technology to maximize teaching and learning	Current information tools and systems are used at my campus for communication, management of schedules and resources, performance assessment, and professional development	Campus discretionary funds and other resources are allocated to advance implementation of most of the technology strategies to meet the goals and objectives outlined in the Campus Improvement Plan	<p><b>Grades K-8:</b> Online learning is encouraged and supported through professional development; goals for the online learning are being developed for the Campus Improvement Plan</p> <p><b>Grades 9-12:</b> Online for-credit courses are available to students to meet a variety (more than 2) of specific circumstances</p>
Campus leadership promotes a shared vision with policies that encourage continuous innovation with technology leading to increased student achievement	Campus leadership team has a collaborative, technology-rich Campus Improvement Plan that is grounded in research and aligned with the district strategic plan that is focused on student success	Educational leaders and teacher cadres facilitate and support my use of technologies to enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills	Campus uses a variety of media and formats, including telecommunications and the school website to communicate, interact, and collaborate with all education stakeholders	Campus discretionary funds and other resources are allocated to advance implementation of all the technology strategies to meet the goals and objectives outlined in the Campus Improvement Plan	<p><b>Grades K-8:</b> Online learning is facilitated and supported through professional development and integrated into the Campus Improvement Plan</p> <p><b>Grades 9-12:</b> Online for-credit courses are available to students as desired to meet their individual learning needs</p>
<b>Leadership and Vision</b>	<b>Planning</b>	<b>Instructional Support</b>	<b>Communication and Collaboration</b>	<b>Budget</b>	<b>Leadership and Support for Online Learning</b>

# The Texas Campus School Technology and Readiness (STaR) Chart

<b>INFRASTRUCTURE FOR TECHNOLOGY</b>					
<b>INF 1</b>	<b>INF 2</b>	<b>INF 3</b>	<b>INF 4</b>	<b>INF 5</b>	<b>INF 6</b>
<b>Students per Computers</b>	<b>Internet Access Connectivity/ Speed</b>	<b>Other Classroom Technology</b>	<b>Technical Support</b>	<b>Local Area Network Wide Area Network</b>	<b>Distance Learning Capacity</b>
Ten or more students per Internet-connected multimedia computers	Connectivity to the Internet available at the campus level in less than 50% of the rooms, including the library	Shared use of technologies such as computers, digital cameras, classroom phones, flash drives, portable digital devices, probes, interactive white boards, projection systems, classroom sets of graphing calculators	One technical staff to more than 750 computers	LAN/WAN provides teachers and students access to print/file sharing and some shared resources	Access to online learning: text-based with still images and audio
Between 5 and 9 students per Internet-connected multimedia computer	Direct connectivity to the Internet available at the campus in at least 50% of the rooms, including the library	Dedicated computer per educator with shared use of technologies such as digital cameras, classroom phones, flash drives, portable digital devices, probes, interactive white boards, projection systems, and classroom sets of graphing calculators	At least one technical staff to 501-750 computers	At least half the rooms connected to the LAN/WAN with access for teachers and students to print/file sharing, multiple applications and district servers	Scheduled access to online learning with rich media such as streaming video, podcasts, applets, animation, etc.
Four or less students per Internet-connected multimedia computer	Direct connectivity to the Internet available at the campus in at least 75% of the rooms, including the library	Dedicated computer per educator with assigned use of technologies such as digital cameras, classroom phones, flash drives, portable digital devices, probes, interactive white boards, projection systems, and classroom sets of graphing calculators	At least one technical staff to 351-500 computers	Broadband access to the campus with most rooms connected to the LAN/WAN with access for teachers and students to print/file sharing, and district-wide resources on the campus network.	Simultaneous access to online learning with rich media such as streaming video, podcasts, applets, animation, etc.
All students have 1 to 1 access to Internet-connected multimedia computers when needed	Direct connectivity to the Internet available in all rooms with adequate bandwidth	Fully equipped classrooms with readily available technology to enhance student instruction, including all the above as well and emerging technologies	At least one technical staff to 350 or less computers	All rooms connected to a robust LAN/WAN that allows for easy access to multiple district-wide resources for students, teachers, and administrators, such as video streaming, desktop videoconferencing, online assessment and data access	Simultaneous access to online learning with rich media such as streaming video, podcasts, applets, and animation, and sufficient bandwidth and storage to customize online instruction
<b>Students per Classroom Computers</b>	<b>Internet Access Connectivity Speed Classroom Technology</b>	<b>Classroom Technology</b>	<b>Technical Support</b>	<b>Local Area Network Wide Area Network</b>	<b>Distance Learning Capacity</b>

Comparison Data  
2008-2010  
STaR Chart

Teaching & Learning	<i>Patterns of Classroom Use</i>	<i>Design of Instructional Setting</i>	<i>Content Area Connections</i>	<i>TA TEKS Implementation</i>	<i>Student Mastery of TA TEKS</i>	<i>Online Learning</i>	
	TL1	TL2	TL3	TL4	TL5	TL6	Total
<b>BT Wilson</b>							
2008-2009	2	2	2	2	2	2	12
2009-2010	2	2	3	2	2	2	13
2010-2011	2	2	3	2	2	2	13
	Developing	Developing	Advanced	Developing	Developing	Developing	
<b>Daniels</b>							
2008-2009	2	2	2	2	2	2	12
2009-2010	2	2	2	2	2	2	12
2010-2011	2	3	3	2	2	2	14
	Developing	Advanced	Advanced	Developing	Developing	Developing	
<b>Tally</b>							
2008-2009	2	2	2	2	2	2	12
2009-2010	2	3	3	3	2	2	15
2010-2011	3	4	3	2	2	2	16
	Advanced	Target	Advanced	Developing	Developing	Developing	
<b>Nimitz</b>							
2008-2009	2	2	2	2	2	1	11
2009-2010	2	2	2	2	2	2	12
2010-2011	2	3	3	2	2	2	14
	Developing	Advanced	Advanced	Developing	Developing	Developing	
<b>Peterson MS</b>							
2008-2009	2	2	2	2	2	2	12
2009-2010	2	2	3	2	2	1	12
2010-2011	2	2	2	2	2	2	12
	Developing	Developing	Developing	Developing	Developing	Developing	
<b>Starkey</b>							
2008-2009	2	2	2	2	2	2	12
2009-2010	2	2	3	2	2	2	13
2010-2011	2	3	3	2	3	2	15
	Developing	Advanced	Advanced	Developing	Advanced	Developing	
<b>Tivy HS</b>							
2008-2009	2	2	2	2	2	2	12
2009-2010	2	2	3	2	2	2	13
2010-2011	3	2	3	2	2	2	14
	Advanced	Developing	Advanced	Developing	Developing	Developing	
<b>Average</b>							
2008-2009	2	2	2	2	2	2	12
2009-2010	2	2	2	2	2	2	13
2010-2011	2	3	3	2	2	2	15
	Developing	Advanced	Advanced	Developing	Developing	Developing	



Comparison Data  
2008-2010  
STaR Chart

Leadership, Administration & Instructional Support	<i>Leadership &amp; Vision</i>	<i>Planning</i>	<i>Instructional Support</i>	<i>Communication &amp; Collaboration</i>	<i>Budget</i>	<i>Leadership and Support for Online Learning</i>	
	L1	L2	L3	L4	L5	L6	Total
<b>BT Wilson</b>							
2008-2009	2	2	2	3	2	3	14
2009-2010	2	2	2	3	2	3	14
2010-2011	3	2	2	3	2	3	15
	Advanced	Developing	Developing	Advanced	Developing	Advanced	
<b>Daniels</b>							
2008-2009	2	2	2	3	2	3	14
2009-2010	3	3	2	3	3	3	17
2010-2011	3	3	3	4	4	3	20
	Advanced	Advanced	Advanced	Target	Target	Advanced	
<b>Tally</b>							
2008-2009	2	2	2	3	2	3	14
2009-2010	3	3	3	3	3	3	18
2010-2011	3	2	2	3	3	3	16
	Advanced	Developing	Developing	Advanced	Advanced	Advanced	
<b>Nimitz</b>							
2008-2009	2	2	2	3	2	2	13
2009-2010	3	2	2	3	3	3	16
2010-2011	3	3	2	3	3	3	17
	Advanced	Advanced	Developing	Advanced	Advanced	Advanced	
<b>Peterson MS</b>							
2008-2009	2	2	2	3	2	2	13
2009-2010	2	2	2	3	2	2	13
2010-2011	2	2	2	3	2	2	13
	Developing	Developing	Developing	Advanced	Developing	Developing	
<b>Starkey</b>							
2008-2009	2	2	2	3	2	2	13
2009-2010	2	2	2	3	2	2	13
2010-2011	3	2	2	3	3	3	16
	Advanced	Developing	Developing	Advanced	Advanced	Advanced	
<b>Tivy HS</b>							
2008-2009	2	2	2	3	2	2	13
2009-2010	2	2	2	3	2	2	13
2010-2011	2	2	2	3	3	3	15
	Developing	Developing	Developing	Advanced	Advanced	Advanced	
<b>Average</b>							
2008-2009	2	2	2	3	2	2	13
2009-2010	3	2	2	3	2	3	15
2010-2011	3	2	2	3	3	3	17
	Advanced	Developing	Developing	Advanced	Advanced	Advanced	

Comparison Data  
2008-2010  
STaR Chart

Infrastructure for Technology	<i>Students per Classroom Computers</i>	<i>Internet Access Connectivity Speed</i>	<i>Classroom Technology</i>	<i>Technical Support</i>	<i>Local Area Network Wide Area Network</i>	<i>Distance Learning Capacity</i>	
	<b>INF1</b>	<b>INF2</b>	<b>INF3</b>	<b>INF4</b>	<b>INF5</b>	<b>INF6</b>	<b>Total</b>
<b>BT Wilson</b>							
2008-2009	1	3	2	2	3	2	13
2009-2010	2	3	2	2	2	2	13
2010-2011	2	4	3	2	4	2	17
	Developing	Target	Advanced	Developing	Target	Developing	
<b>Daniels</b>							
2008-2009	1	3	2	2	2	2	12
2009-2010	1	3	2	2	2	2	12
2010-2011	2	4	2	2	3	2	15
	Developing	Target	Developing	Developing	Advanced	Developing	
<b>Tally</b>							
2008-2009	2	3	2	2	2	2	13
2009-2010	2	4	3	2	2	2	15
2010-2011	2	2	3	3	4	2	16
	Developing	Developing	Advanced	Advanced	Target	Developing	
<b>Nimitz</b>							
2008-2009	1	3	2	2	2	2	12
2009-2010	1	3	2	2	2	2	12
2010-2011	2	4	2	2	3	2	15
	Developing	Target	Developing	Developing	Advanced	Developing	
<b>Peterson MS</b>							
2008-2009	1	3	2	2	2	2	12
2009-2010	1	3	2	2	2	2	12
2010-2011	1	4	2	2	3	3	15
	Early	Target	Developing	Developing	Advanced	Advanced	
<b>Starkey</b>							
2008-2009	1	3	2	2	2	2	12
2009-2010	1	3	2	2	2	2	12
2010-2011	1	4	2	4	3	2	16
	Early	Target	Developing	Target	Advanced	Developing	
<b>Tivy HS</b>							
2008-2009	1	3	2	2	2	2	12
2009-2010	1	3	2	2	2	2	12
2010-2011	2	4	3	3	4	4	20
	Developing	Target	Advanced	Advanced	Target	Target	
<b>Average</b>							
2008-2009	2	3	2	2	2	2	12
2009-2010	2	3	2	2	2	2	13
2010-2011	2	4	3	3	3	2	16
	Developing	Target	Advanced	Advanced	Advanced	Developing	