HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

IMPROVEMENT REQUIRED

57 out of 100

STUDENT ACHIEVEMENT

IMPROVEMENT REQUIRED

56 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS

IMPROVEMENT REQUIRED

59 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.

CLOSING THE GAPS

IMPROVEMENT REQUIRED

53 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

UNDERSTANDING OVERALL PERFORMANCE

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

DISTINCTIONS

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in English Language Arts/Reading
- Academic Achievement in Social Studies
- Top 25 Percent: Comparative Academic Growth
- Postsecondary Readiness
- Top 25 Percent: Comparative Closing the Gaps
STUDENT ACHIEVEMENT

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.

SCHOOL PROGRESS

<table>
<thead>
<tr>
<th>SCORE</th>
<th>% OF GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Growth</td>
<td>59</td>
</tr>
<tr>
<td>Relative Performance</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
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</table>

CLOSING THE GAPS

<table>
<thead>
<tr>
<th>SCORE</th>
<th>% OF GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Performance</td>
<td>6</td>
</tr>
<tr>
<td>Academic Growth/Graduation Rate</td>
<td>13</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>0</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
</tr>
</tbody>
</table>