HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

94 out of 100

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.

STUDENT ACHIEVEMENT

MET STANDARD

85 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

MET STANDARD

91 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

MET STANDARD

100 out of 100

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

DISTINCTIONS

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in English Language Arts/Reading
- Postsecondary Readiness
- Top 25 Percent: Comparative Closing the Gaps
- Top 25 Percent: Comparative Academic Growth
### 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></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Growth</td>
<td>90</td>
</tr>
<tr>
<td>Relative Performance</td>
<td>91</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
</tr>
</tbody>
</table>

The higher of Growth or Performance is used.

### CLOSING THE GAPS

<table>
<thead>
<tr>
<th>Score</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Performance</td>
<td>100</td>
</tr>
<tr>
<td>Academic Growth/Graduation Rate</td>
<td>100</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>100</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>