**Not Rated**

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

*All Districts and Schools Were Not Rated in 2020 Due to COVID-19*

For more information about this campus, see [https://TXSchools.gov](https://TXSchools.gov) or the Texas Academic Performance Report at [https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html](https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html)

### School and Student Information

This section provides demographic information about HARMONY SCIENCE ACADEMY - AUSTIN, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

#### Attendance Rate (2018-19)

<table>
<thead>
<tr>
<th></th>
<th>Campus</th>
<th>District</th>
<th>State</th>
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<tbody>
<tr>
<td>96.2%</td>
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#### Enrollment by Race/Ethnicity

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<th>Race/Ethnicity</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>7.4%</td>
<td>10.9%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>80.4%</td>
<td>56.2%</td>
<td>52.8%</td>
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<tr>
<td>White</td>
<td>6.6%</td>
<td>14.4%</td>
<td>27.0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.1%</td>
<td>16.2%</td>
<td>4.6%</td>
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<tr>
<td>Pacific Islander</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.4%</td>
<td>2.2%</td>
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#### Enrollment by Student Group

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<td>Economically Disadvantaged</td>
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<td>English Learners</td>
<td>72.1%</td>
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#### Mobility Rate (2018-19)

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<tr>
<th></th>
<th>Campus</th>
<th>District</th>
<th>State</th>
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</thead>
<tbody>
<tr>
<td>15.2%</td>
<td>12.6%</td>
<td>15.3%</td>
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</table>

### Distinction Designations

Distinction designations were not awarded in 2020.

### School Financial Information (2018-19)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see [http://tea.texas.gov/financialstandardreports/](http://tea.texas.gov/financialstandardreports/).

#### Expenditures per Student

<table>
<thead>
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<th>Expenditures</th>
<th>Campus</th>
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<tr>
<td>Total Operating Expenditures</td>
<td>$8,007</td>
<td>$9,702</td>
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<tr>
<td>Instruction</td>
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STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year’s report is not updated.

<table>
<thead>
<tr>
<th>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
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<tbody>
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<td>-</td>
<td>86%</td>
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<td>67%</td>
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<td></td>
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<td>75%</td>
<td>64%</td>
<td>68%</td>
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<td>-</td>
<td>81%</td>
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<td>71%</td>
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<td>63%</td>
<td>73%</td>
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<td>60%</td>
</tr>
<tr>
<td>Mathematics</td>
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<tr>
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<tr>
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<td>77%</td>
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<td>40%</td>
<td>56%</td>
<td>-</td>
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<td>52%</td>
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<tr>
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<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
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<td>55%</td>
<td>-</td>
<td>20%</td>
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<tr>
<td></td>
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<td>48%</td>
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<td>37%</td>
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<td>-</td>
<td>36%</td>
</tr>
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<td>34%</td>
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<td>-</td>
<td>40%</td>
</tr>
<tr>
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<td>41%</td>
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<td>67%</td>
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<tr>
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<td>40%</td>
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<td>25%</td>
<td>27%</td>
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<td>80%</td>
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<td>*</td>
</tr>
<tr>
<td>Science</td>
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<td>54%</td>
<td>47%</td>
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<td>30%</td>
<td>14%</td>
<td>44%</td>
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<td>*</td>
</tr>
<tr>
<td></td>
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<td>51%</td>
<td>43%</td>
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<td>22%</td>
<td>13%</td>
<td>38%</td>
<td>-</td>
<td>67%</td>
<td>-</td>
<td>*</td>
</tr>
<tr>
<td>Social Studies</td>
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<td>43%</td>
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<td>12%</td>
<td>14%</td>
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</tr>
<tr>
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<th>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</th>
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<th>Asian</th>
<th>Pacific Islander</th>
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<td>22%</td>
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<td>21%</td>
<td>12%</td>
<td>23%</td>
<td>-</td>
<td>26%</td>
<td>-</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>22%</td>
<td>21%</td>
<td>13%</td>
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<td>11%</td>
<td>19%</td>
<td>-</td>
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<td>36%</td>
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<td>ELA/Reading</td>
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<td>13%</td>
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<td>28%</td>
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<td>16%</td>
<td>23%</td>
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<td>28%</td>
<td>17%</td>
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<td>14%</td>
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<td>5%</td>
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<td>2018</td>
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</tr>
<tr>
<td>Social Studies</td>
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<td>25%</td>
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</tbody>
</table>

* Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
Indicates data reporting is not applicable for this group.
## Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8. Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, this year's report is not updated.

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
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### Progress of Prior-Year Non-Proficient Students

#### Sum of Grades 4-8

**Reading**

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<th>Year</th>
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<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>41%</td>
<td>38%</td>
<td>33%</td>
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<td>32%</td>
<td>50%</td>
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<td>*</td>
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</tr>
<tr>
<td>2018</td>
<td>38%</td>
<td>39%</td>
<td>25%</td>
<td>-</td>
<td>24%</td>
<td>*</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>45%</td>
<td>47%</td>
<td>42%</td>
<td>33%</td>
<td>44%</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>47%</td>
</tr>
<tr>
<td>2018</td>
<td>47%</td>
<td>56%</td>
<td>53%</td>
<td>-</td>
<td>52%</td>
<td>*</td>
<td>-</td>
<td>-</td>
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<td>49%</td>
</tr>
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</table>

#### Students Success Initiative

**Grade 5 Reading**

**Students Meeting Approaches Grade Level on First STAAR Administration**

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>78%</td>
<td>70%</td>
<td>52%</td>
<td>40%</td>
<td>51%</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>51%</td>
</tr>
</tbody>
</table>

**Students Requiring Accelerated Instruction**

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>22%</td>
<td>30%</td>
<td>48%</td>
<td>60%</td>
<td>49%</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>49%</td>
</tr>
</tbody>
</table>

**STAAR Cumulative Met Standard**

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>86%</td>
<td>77%</td>
<td>59%</td>
<td>40%</td>
<td>58%</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>-</td>
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</tbody>
</table>

**Grade 5 Mathematics**

**Students Meeting Approaches Grade Level on First STAAR Administration**

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>83%</td>
<td>80%</td>
<td>64%</td>
<td>80%</td>
<td>62%</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>63%</td>
</tr>
</tbody>
</table>

**Students Requiring Accelerated Instruction**

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>17%</td>
<td>20%</td>
<td>36%</td>
<td>20%</td>
<td>38%</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>37%</td>
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</tbody>
</table>

**STAAR Cumulative Met Standard**

<table>
<thead>
<tr>
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<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>90%</td>
<td>86%</td>
<td>73%</td>
<td>80%</td>
<td>72%</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>72%</td>
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</table>

**Grade 8 Reading**

**Students Meeting Approaches Grade Level on First STAAR Administration**

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>78%</td>
<td>79%</td>
<td>67%</td>
<td>-</td>
<td>62%</td>
<td>86%</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>69%</td>
</tr>
</tbody>
</table>

**Students Requiring Accelerated Instruction**

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>22%</td>
<td>21%</td>
<td>33%</td>
<td>*</td>
<td>38%</td>
<td>14%</td>
<td>-</td>
<td>*</td>
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<td>*</td>
<td>31%</td>
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</tbody>
</table>

**STAAR Cumulative Met Standard**

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
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<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>85%</td>
<td>85%</td>
<td>70%</td>
<td>*</td>
<td>67%</td>
<td>86%</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>72%</td>
</tr>
</tbody>
</table>

**Grade 8 Mathematics**

**Students Meeting Approaches Grade Level on First STAAR Administration**

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
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<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>82%</td>
<td>80%</td>
<td>57%</td>
<td>*</td>
<td>54%</td>
<td>60%</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Students Requiring Accelerated Instruction**

<table>
<thead>
<tr>
<th>Year</th>
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<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>18%</td>
<td>20%</td>
<td>43%</td>
<td>*</td>
<td>46%</td>
<td>40%</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>40%</td>
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</tbody>
</table>

**STAAR Cumulative Met Standard**

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<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>88%</td>
<td>84%</td>
<td>66%</td>
<td>*</td>
<td>65%</td>
<td>60%</td>
<td>-</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>70%</td>
</tr>
</tbody>
</table>

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

* Indicates zero observations reported for this group.

* Indicates results are masked due to small numbers to protect student confidentiality.

n/a Indicates data reporting is not applicable for this group.
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