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Á		2016		50%				27%	72%	-			-		21%	18%	20%	54%	57%	-
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Á	All Subjects	2017 2016		23% 21%			0% 11%	25% 15%	47% 45%	-	;	* 33%	-	50% 41%	16% 12%	14% 15%	14% 7%	44% 39%	34% 28%	-
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	ading Tests 6 of Participants	\^/:4L \	l.	2017	98%	96%	JÎ Ã	*	93%	100%	-	-	-	*	96%	100%	100%	100%	95%	-
Ac	% STAAR/EOC commodations % STAAR/EOC		NO	2017	13%	8%	JÃ	*	0%	20%	-	-	-	*	9%	4%	0%	7%	11%	-
Ac	commodations			2017	73%	78%	ÌÏÃ	*	93%	80%	-	-	-	*	87%	96%	100%	93%	84%	-
ģ	STAAR Alterr % of Non-Participa			2017 2017	12% 2%	10% 4%	€Ã IÃ	*	0% 7%	0% 0%	-	-	-	*	0% 4%	0% 0%	0% 0%	0% 0%	0% 5%	-
	athematics Tests % of Participants			2017	99%	98%	JI Ã	*	89%	100%	_	_	-	*	94%	93%	100%	100%	92%	_
	% STAAR/EOC commodations		No	2017	12%	6%	FFÃ	*	4%	20%	-	-	-	*	11%	4%	0%	7%	13%	-
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	% STAAR Altern			2017	13%	11%	€Ã	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
,	% of Non-Participa	ants		2017	1%	2%	ÎÃ	*	11%	0%	-	-	-	^	6%	7%	0%	0%	8%	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

Úæo 🚾 Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

^{&#}x27;-' Indicates zero observations reported for this group.

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{?&#}x27; Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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Á	θ Ùcĭå^jÁc	OE¦ä&æ) ^†ea&a6¦^ j£O•	Pãr]æ)ã8	.Υ @āc^	OE(∧¦ã&æ) O),åãæ)	ÁŒ ãæ)	Uæ&ãã& (0, æ) å^	. T[¦^ ∕ÁÜæ&^•Á	O&[} ∖Öãræå¢	U] ^&aee \ Oa 7	ÇO`¦¦^}oA ι[}ãd[¦^å	BOSS ADÉ	V[cæ∳ T^c/	, V[cæ∳ Ôo a*aa A	T^æ*¦^A \ T^c
Ú^├-{ ├-{ a} &^Â\cae* • ÆÂ\cae^ State Target Reading Mathematics Writing Science Social Studies	60% Y Y Y Y	60%	60% Y Y	60% Y Y Y Y	60%	60%	60%	60%	60% N Y	60% N N	60% Y	n/a n/a n/a n/a n/a	3 5 2 3 0	5 6 2 3 0	60 83 100 100
V[cet	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	FH	FÎ	ÌF
Ú^¦-¦¦{ a} &^Áùcaeč • ÆÆØ^å^¦a Federal Target Reading Mathematics	91% N N	91%	91% N N	91% Y Y	n/a n/a	n/a n/a	n/a n/a	n/a n/a	91% N N	91% N N	91% N	n/a n/a			
Úæiæ&aj æaj } ÂÛææ • Target Reading Mathematics V[æ	95% Y Y Á	95% Á	95% Y Y Á	95% Y Y Á	95% Á	95% Á	95% Á	95% Á	95% Y Y Á	95% Y N Á	n/a n/a Á	95% Y Y Á	6 5 FF	6 6 FG	100 83 JG
Ø^å^¦æ‡ÁÕ¦æå ĭææã[}ÁÛææc*•ÁQ Graduation Target Met	/æ}*^d ∕á Û^/	`ÁÜ^æ•[}ÁÔ[å^∙D								n/a		0	0	
Reason Code *** V[æ	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	€	€	Á
Öa dasdr ^c/a/a^a^la#Asa a fa fa Reading Alternate 1% Number Proficient Total Federal Cap Limit Mathematics Alternate 1% Number Proficient	n/a n/a n/a n/a n/a	eáç^Á 1 -•^••{	^} o •												
Total Federal Cap Limit V[æ∳ Uç^¦æ Á/[æ∳	n/a Á Á	Á Á	Á Á	Á Á	Á Á	Á Á	Á Á	Á Á	Á Á	Á Á	Á Á	Á Á	Á	Ġ Á	Á ÌÎ

⁺ Participation uses ELL (Current), Graduation uses ELL (Ever HS) *** Federal Graduation Rate Reason Codes:

Blank cells above represent student group indicators that do not meet the minimum size criteria. n/a Indicates the student group is not applicable to System Safeguards.

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Ú^¦-{¦{ æ} &^ÁÜæe^• Ü^æåā}*												
# at Approaches Grade Level	217	*	55	146	-	*	-	11	37	22	15	n/a
Standard												
Total Tests	258	*	82	156	-	*	-	11	63	49	24	24
% at Approaches Grade	84%	*	67%	94%	-	*	-	100%	59%	45%	63%	n/a
Level Standard												
Tæc@^{æca&•	004	**				*				00	40	,
# at Approaches Grade Level	224	••	62	145	-	^	-	11	41	26	18	n/a
Standard	050	**	00	450				44	00	40	0.5	05
Total Tests	258		82	156	-	*	-	11	62	48	25	25
% at Approaches Grade	87%	63%	76%	93%	-	-	-	100%	66%	54%	72%	n/a
Level Standard												
Y ¦ãæ³ * # at Approaches Grade Level	52	*	8	41	_	_	_	*	7	5	*	n/a
Standard	32		O	41					,	J		11/4
Total Tests	76	*	19	52	_	_	_	*	19	16	*	*
% at Approaches Grade	68%	*	42%	79%	_	_	_	*	37%	31%	*	n/a
Level Standard	0070		1270	1070					01 70	0170		11/4
Ù& a ^} &^												
# at Approaches Grade Level	73	*	25	41	-	*	-	5	17	6	5	n/a
Standard												
Total Tests	85	*	33	44	-	*	-	5	24	15	8	8
% at Approaches Grade	86%	*	76%	93%	-	*	-	100%	71%	40%	63%	n/a
Level Standard												
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c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal d = Five-year Graduation Rate Target of 91%

a = Graduation Rate Goal of 90% b = Four-year Graduation Rate Target of 88.5%

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		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
	•	American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

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Õ¦æå^ Grade 4	Ù [™] àb⁄ &c Reading	Ùcˇ å^} ơѦ[ˇ] Students with Disabilities Limited English Proficient	Ã 72 92
	Mathematics	Students with Disabilities Limited English Proficient	80 95
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 95
	Mathematics	Students with Disabilities Limited English Proficient	81 90

Source: TEA Division of Student Assessment