STAAR 3-8 Results by Student Group (all test types)

POPULATION: All Students Tested at Location

STATISTIC: Percentage Approaching Grade Level or better

ADMINISTRATION: Spring 2019 (first administration)

APPROACHES GRADE LEVEL 4/30/19

LANGUAGE: Combined English and Spanish

JAMES MADISON FEEDER GROUP

| Grade 5 | | Reading | | Writing | Mathematics ¹ | | Science | | Social Studies |
|-------------------|---------|---------|-------|-------------|--------------------------|-------|---------|-------|----------------|
| All Students | 2018: | 59.4 | (234) | | 64.1 | (234) | 44.7 | (235) | |
| | 2019: | 67.8 | (230) | 8 8 8 | 77.8 | (230) | | | |
| | Change: | 8.4 | | | 13.7 | | | | |
| African American | 2018: | 48.7 | (117) | | 53.8 | (117) | 36.4 | (118) | |
| | 2019: | 66.7 | (126) | | 73.8 | (126) | | | |
| | Change: | 18.0 | | | 20.0 | | | | |
| Hispanic | 2018: | 70.3 | (111) | | 74.8 | (111) | 52.3 | (111) | |
| • | 2019: | 69.7 | (99) | | 82.8 | (99) | | | |
| | Change: | -0.6 | | | 8.0 | | | | |
| White | 2018: | * | (3) | | * | (3) | * | (3) | 1 |
| | 2019: | * | (2) | | * | (2) | | | |
| | Change: | * | | | * | | | | |
| Economically | 2018: | 59.3 | (209) | | 64.6 | (209) | 43.1 | (211) | |
| Disadvantaged | 2019: | 67.9 | (221) | | 78.3 | (221) | | | |
| U | Change: | 8.6 | | | 13.7 | | | | |
| English Learner | 2018: | 74.3 | (70) | | 71.4 | (70) | 49.3 | (71) | |
| 0 | 2019: | 69.8 | (63) | | 81.0 | (63) | | | |
| | Change: | -4.5 | | | 9.6 | | | | |
| Special Education | 2018: | 23.1 | (26) | | 36.0 | (25) | 25.0 | (28) | |
| • | 2019: | 38.1 | (21) | 8 8 8 | 52.4 | (21) | | | - |
| | Change: | 15.0 | | | 16.4 | | | | |

| Grade 8 | | Read | ling ¹ | Writing | Mathematics ^{1 2} | | Science ² | | Social Studies | |
|-------------------|---------|-------|-------------------|---------|----------------------------|-------|----------------------|-------|----------------|-------|
| All Students | 2018: | 50.5 | (297) | | 74.7 | (300) | 50.0 | (294) | 62.2 | (294) |
| | 2019: | 45.1 | (255) | | 65.8 | (240) | | | | |
| | Change: | -5.4 | | | -8.9 | | | | | |
| African American | 2018: | 43.5 | (193) | | 69.1 | (194) | 41.2 | (187) | 58.0 | (193) |
| | 2019: | 42.7 | (157) | | 69.3 | (150) | | | | |
| | Change: | -0.8 | | | 0.2 | | | | | |
| Hispanic | 2018: | 63.0 | (100) | | 85.4 | (103) | 64.7 | (102) | 70.1 | (97) |
| | 2019: | 49.5 | (93) | | 59.3 | (86) | | | | |
| | Change: | -13.5 | | | -26.1 | | | | | |
| White | 2018: | * | (2) | | * | (1) | * | (1) | * | (2) |
| | 2019: | * | (1) | | * | (1) | | | - | |
| | Change: | * | | | * | | | | | |
| Economically | 2018: | 50.8 | (256) | | 74.7 | (261) | 48.8 | (254) | 63.6 | (253) |
| Disadvantaged | 2019: | 45.7 | (247) | | 66.8 | (232) | | | | |
| | Change: | -5.1 | | | -7.9 | | | | | |
| English Learner | 2018: | 61.0 | (77) | | 86.1 | (79) | 70.0 | (80) | 73.0 | (74) |
| U | 2019: | 43.9 | (82) | | 57.9 | (76) | | | - | |
| | Change: | -17.1 | | | -28.2 | | | | | |
| Special Education | 2018: | 3.3 | (30) | | 12.9 | (31) | 9.7 | (31) | 9.7 | (31) |
| • | 2019: | 19.0 | (21) | | 43.5 | (23) | | | - | |
| | Change: | 15.7 | | | 30.6 | | | | | |

(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores from FIRST ADMINISTRATION. ²Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

STAAR 3-8 Results by Student Group (all test types)

POPULATION: All Students Tested at Location

STATISTIC: Percentage Approaching Grade Level or better

ADMINISTRATION: Spring 2019 (first administration)

APPROACHES GRADE LEVEL 4/30/19

LANGUAGE: Combined English and Spanish

62 - BILLY EARL DADE MIDDLE SCHOOL [Feeds to: MADISON]

| Grade 8 | | Reading ¹ | | Writing | Mathen | natics ^{1 2} | Science ² | | Social Studies | |
|--------------------|---------|----------------------|-------|---------|--------|-----------------------|----------------------|-------|----------------|-------|
| All Students | 2018: | 50.5 | (297) | | 74.7 | (300) | 50.0 | (294) | 62.2 | (294) |
| | 2019: | 45.1 | (255) | | 65.8 | (240) | | | | |
| | Change: | -5.4 | | | -8.9 | | | | | |
| African American | 2018: | 43.5 | (193) | | 69.1 | (194) | 41.2 | (187) | 58.0 | (193) |
| | 2019: | 42.7 | (157) | | 69.3 | (150) | | | | |
| | Change: | -0.8 | | | 0.2 | | | | | |
| Hispanic | 2018: | 63.0 | (100) | | 85.4 | (103) | 64.7 | (102) | 70.1 | (97) |
| • | 2019: | 49.5 | (93) | | 59.3 | (86) | | | | |
| | Change: | -13.5 | | | -26.1 | | | | | |
| White | 2018: | * | (2) | | * | (1) | * | (1) | * | (2) |
| | 2019: | * | (1) | | * | (1) | | | | |
| | Change: | * | | | * | | | | | |
| Economically | 2018: | 50.8 | (256) | | 74.7 | (261) | 48.8 | (254) | 63.6 | (253) |
| , Disadvantaged | 2019: | 45.7 | (247) | | 66.8 | (232) | | | | |
| Ū | Change: | -5.1 | | | -7.9 | | | | | |
| English Learner | 2018: | 61.0 | (77) | | 86.1 | (79) | 70.0 | (80) | 73.0 | (74) |
| 0 | 2019: | 43.9 | (82) | | 57.9 | (76) | | | | |
| | Change: | -17.1 | | | -28.2 | | | | | |
| Special Education | 2018: | 3.3 | (30) | | 12.9 | (31) | 9.7 | (31) | 9.7 | (31) |
| • | 2019: | 19.0 | (21) | | 43.5 | (23) | | | | |
| | Change: | 15.7 | | | 30.6 | | | | | |

(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores from FIRST ADMINISTRATION. ²Includes results from Grade 7 PAP students. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.

STAAR 3-8 Results by Student Group (all test types)

POPULATION: All Students Tested at Location

STATISTIC: Percentage Approaching Grade Level or better

ADMINISTRATION: Spring 2019 (first administration)

APPROACHES GRADE LEVEL 4/30/19

LANGUAGE: Combined English and Spanish

202 - ORAN M. ROBERTS ELEMENTARY SCHOOL [Feeds to: DADE > MADISON]

| Grade 5 | | Read | ing ¹ | Writing | Mather | natics ¹ | Science | | Social Studies |
|-------------------|---------|-------|------------------|---------|--------|---------------------|---------|------|----------------|
| All Students | 2018: | 72.4 | (87) | | 85.1 | (87) | 55.8 | (86) | |
| | 2019: | 54.8 | (73) | | 86.3 | (73) | | | 1 1 1 |
| | Change: | -17.6 | | | 1.2 | | | | |
| African American | 2018: | 60.0 | (15) | | 73.3 | (15) | 28.6 | (14) | |
| | 2019: | 30.0 | (10) | | 90.0 | (10) | | | |
| | Change: | -30.0 | | | 16.7 | | | | |
| Hispanic | 2018: | 74.6 | (67) | | 88.1 | (67) | 59.7 | (67) | - |
| • | 2019: | 60.0 | (60) | | 86.7 | (60) | | | |
| | Change: | -14.6 | | | -1.4 | | | | - |
| White | 2018: | * | (3) | | * | (3) | * | (3) | |
| | 2019: | * | (2) | | * | (2) | | | |
| | Change: | * | | | * | | | | |
| Economically | 2018: | 72.7 | (77) | | 85.7 | (77) | 56.6 | (76) | |
| Disadvantaged | 2019: | 54.5 | (66) | | 87.9 | (66) | | | - - - |
| Ū | Change: | -18.2 | | | 2.2 | | | | |
| English Learner | 2018: | 86.5 | (37) | | 83.8 | (37) | 59.5 | (37) | 2 1 1 |
| Ū | 2019: | 53.1 | (32) | | 81.3 | (32) | | | : : : |
| | Change: | -33.4 | | | -2.5 | | | | |
| Special Education | 2018: | 55.6 | (9) | | 77.8 | (9) | 44.4 | (9) | |
| | 2019: | 33.3 | (6) | | 83.3 | (6) | | | |
| | Change: | -22.3 | | | 5.5 | | | | |

(N) = students tested. *Statistics not reported for groups smaller than six. ¹Scores from FIRST ADMINISTRATION. NOTES: Includes all students tested at location; statistics not based on state accountability subsets. Changes calculated before rounding. Change printed in green (red) if increase (decrease) is more than five percentage points. Statistics in this report may differ from previous versions due to coding or score changes. Statistics for traditional feeder groups (schools feeding to a comprehensive high school) do not include scores from choice schools.