POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (first administration)
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 4/30/19

## JAMES MADISON FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathe | atics ${ }^{1}$ | Scie |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 9.8 | (234) |  | 9.8 | (234) | 1.3 | (235) |  |
|  | 2019: | 19.6 | (230) |  | 26.5 | (230) |  |  |  |
|  | Change: | 9.8 |  |  | 16.7 |  |  |  |  |
| African American | 2018: | 2.6 | (117) |  | 2.6 | (117) | 0.8 | (118) |  |
|  | 2019: | 22.2 | (126) |  | 23.8 | (126) |  |  |  |
|  | Change: | 19.6 |  |  | 21.2 |  |  |  |  |
| Hispanic | 2018: | 18.0 | (111) |  | 16.2 | (111) | 1.8 | (111) |  |
|  | 2019: | 15.2 | (99) |  | 29.3 | (99) |  |  |  |
|  | Change: | -2.8 |  |  | 13.1 |  |  |  |  |
| White | 2018: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2019: | * | (2) |  |  | (2) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically <br> Disadvantaged | 2018: | 9.6 | (209) |  | 9.1 | (209) | 1.4 | (211) |  |
|  | 2019: | 19.5 | (221) |  | 26.2 | (221) |  |  |  |
|  | Change: | 9.9 |  |  | 17.1 |  |  |  |  |
| English Learner | 2018: | 22.9 | (70) |  | 15.7 | (70) | 1.4 | (71) |  |
|  | 2019: | 15.9 | (63) |  | 28.6 | (63) |  |  |  |
|  | Change: | -7.0 |  |  | 12.9 |  |  |  |  |
| Special Education | 2018: | 3.8 | (26) |  | 0.0 | (25) | 0.0 | (28) |  |
|  | 2019: | 19.0 | (21) |  | 9.5 | (21) |  |  |  |
|  | Change: | 15.2 |  |  | 9.5 |  |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 5.4 | (297) |  | 10.3 | (300) | 4.8 | (294) | 4.8 | (294) |
|  | 2019: | 3.9 | (255) |  | 7.1 | (240) |  |  |  |  |
|  | Change: | -1.5 |  |  | -3.2 |  |  |  |  |  |
| African American | 2018: | 6.2 | (193) |  | 8.8 | (194) | 3.7 | (187) | 5.2 | (193) |
|  | 2019: | 3.8 | (157) |  | 6.7 | (150) |  |  |  |  |
|  | Change: | -2.4 |  |  | -2.1 |  |  |  |  |  |
| Hispanic | 2018: | 4.0 | (100) |  | 12.6 | (103) | 6.9 | (102) | 4.1 | (97) |
|  | 2019: | 4.3 | (93) |  | 7.0 | (86) |  |  |  |  |
|  | Change: | 0.3 |  |  | -5.6 |  |  |  |  |  |
| White | 2018: | * | (2) |  | * | (1) | * | (1) | * | (2) |
|  | 2019: | * |  |  | * | (1) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 5.5 | (256) |  | 9.6 | (261) | 5.1 | (254) | 5.5 | (253) |
|  | 2019: | 3.6 | (247) |  | 6.9 | (232) |  |  |  |  |
|  | Change: | -1.9 |  |  | -2.7 |  |  |  |  |  |
| English Learner | 2018: | 2.6 | (77) |  | 16.5 | (79) | 6.3 | (80) | 4.1 | (74) |
|  | 2019: | 3.7 | (82) |  | 6.6 | (76) |  |  |  |  |
|  | Change: | 1.1 |  |  | -9.9 |  |  |  |  |  |
| Special Education | 2018: | 0.0 | (30) |  | 0.0 | (31) | 0.0 | (31) | 0.0 | (31) |
|  | 2019: | 0.0 | (21) |  | 0.0 | (23) |  |  |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |  |  |

[^0]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
62 - BILLY EARL DADE MIDDLE SCHOOL [Feeds to: MADISON]

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{\mathbf{2}}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 5.4 | (297) |  | 10.3 | (300) | 4.8 | (294) | 4.8 | (294) |
|  | 2019: | 3.9 | (255) |  | 7.1 | (240) |  |  |  |  |
|  | Change: | -1.5 |  |  | -3.2 |  |  |  |  |  |
| African American | 2018: | 6.2 | (193) |  | 8.8 | (194) | 3.7 | (187) | 5.2 | (193) |
|  | 2019: | 3.8 | (157) |  | 6.7 | (150) |  |  |  |  |
|  | Change: | -2.4 |  |  | -2.1 |  |  |  |  |  |
| Hispanic | 2018: | 4.0 | (100) |  | 12.6 | (103) | 6.9 | (102) | 4.1 | (97) |
|  | 2019: | 4.3 | (93) |  | 7.0 | (86) |  |  |  |  |
|  | Change: | 0.3 |  |  | -5.6 |  |  |  |  |  |
| White | 2018: | * | (2) |  | * | (1) | * | (1) | * | (2) |
|  | 2019: | * |  |  | * | (1) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 5.5 | (256) |  | 9.6 | (261) | 5.1 | (254) | 5.5 | (253) |
|  | 2019: | 3.6 | (247) |  | 6.9 | (232) |  |  |  |  |
|  | Change: | -1.9 |  |  | -2.7 |  |  |  |  |  |
| English Learner | 2018: | 2.6 | (77) |  | 16.5 | (79) | 6.3 | (80) | 4.1 | (74) |
|  | 2019: | 3.7 | (82) |  | 6.6 | (76) |  |  |  |  |
|  | Change: | 1.1 |  |  | -9.9 |  |  |  |  |  |
| Special Education | 2018: | 0.0 | (30) |  | 0.0 | (31) | 0.0 | (31) | 0.0 | (31) |
|  | 2019: | 0.0 | (21) |  | 0.0 | (23) |  |  |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |  |  |

[^1]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
202 - ORAN M. ROBERTS ELEMENTARY SCHOOL [Feeds to: DADE > MADISON]

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 14.9 | (87) |  | 19.5 | (87) | 2.3 | (86) |  |
|  | 2019: | 13.7 | (73) |  | 27.4 | (73) |  |  |  |
|  | Change: | -1.2 |  |  | 7.9 |  |  |  |  |
| African American | 2018: | 0.0 | (15) |  | 0.0 | (15) | 0.0 | (14) |  |
|  | 2019: | 10.0 | (10) |  | 10.0 | (10) |  |  |  |
|  | Change: | 10.0 |  |  | 10.0 |  |  |  |  |
| Hispanic | 2018: | 19.4 | (67) |  | 22.4 | (67) | 3.0 | (67) |  |
|  | 2019: | 13.3 | (60) |  | 30.0 | (60) |  |  |  |
|  | Change: | -6.1 |  |  | 7.6 |  |  |  |  |
| White | 2018: | * | (3) |  | * | (3) | * | (3) |  |
|  | 2019: | * | (2) |  | * | (2) |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically <br> Disadvantaged | 2018: | 15.6 | (77) |  | 18.2 | (77) | 2.6 | (76) |  |
|  | 2019: | 13.6 | (66) |  | 27.3 | (66) |  |  |  |
|  | Change: | -2.0 |  |  | 9.1 |  |  |  |  |
| English Learner | 2018: | 27.0 | (37) |  | 24.3 | (37) | 2.7 | (37) |  |
|  | 2019: | 9.4 | (32) |  | 28.1 | (32) |  |  |  |
|  | Change: | -17.6 |  |  | 3.8 |  |  |  |  |
| Special Education | 2018: | 11.1 | (9) |  | 0.0 | (9) | 0.0 | (9) |  |
|  | 2019: | 33.3 | (6) |  | 16.7 | (6) |  |  |  |
|  | Change: | 22.2 |  |  | 16.7 |  |  |  |  |

[^2]
[^0]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST ADMINISTRATION. ${ }^{2}$ Includes 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.

[^1]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores from FIRST ADMINISTRATION. ${ }^{2}$ Includes 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.

[^2]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores 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.

