POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
JAMES MADISON FEEDER GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 17.6 | (245) |  | 22.0 | (245) |  |  |
|  | 2019: | 34.1 | (214) |  | 38.5 | (213) |  |  |
|  | Change: | 16.5 |  |  | 16.5 |  |  |  |
| African American | 2018: | 9.5 | (137) |  | 15.3 | (137) |  |  |
|  | 2019: | 33.9 | (109) |  | 32.4 | (108) |  |  |
|  | Change: | 24.4 |  |  | 17.1 |  |  |  |
| Hispanic | 2018: | 29.0 | (100) |  | 30.0 | (100) |  |  |
|  | 2019: | 35.1 | (94) |  | 45.7 | (94) |  |  |
|  | Change: | 6.1 |  |  | 15.7 |  |  |  |
| White | 2018: |  | (3) |  | * | (3) |  |  |
|  | 2019: | 0.0 | (6) |  | 16.7 | (6) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 15.2 | (211) |  | 21.3 | (211) |  |  |
|  | 2019: | 33.7 | (202) |  | 38.8 | (201) |  |  |
|  | Change: | 18.5 |  |  | 17.5 |  |  |  |
| English Learner | 2018: | 31.6 | (76) |  | 32.9 | (76) |  |  |
|  | 2019: | 33.8 | (71) |  | 47.9 | (71) |  |  |
|  | Change: | 2.2 |  |  | 15.0 |  |  |  |
| Special Education | 2018: | 10.0 | (20) |  | 10.0 | (20) |  |  |
|  | 2019: | 18.8 | (16) |  | 12.5 | (16) |  |  |
|  | Change: | 8.8 |  |  | 2.5 |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 17.9 | (251) | 14.9 | (249) | 27.1 | (251) |  |  |
|  | 2019: | 28.0 | (236) | 20.6 | (238) | 35.4 | (237) |  |  |
|  | Change: | 10.1 |  | 5.7 |  | 8.3 |  |  |  |
| African American | 2018: | 14.7 | (136) | 9.6 | (135) | 15.4 | (136) |  |  |
|  | 2019: | 26.9 | (130) | 11.5 | (131) | 26.2 | (130) |  |  |
|  | Change: | 12.2 |  | 1.9 |  | 10.8 |  |  |  |
| Hispanic | 2018: | 22.7 | (110) | 22.0 | (109) | 41.8 | (110) |  |  |
|  | 2019: | 29.0 | (100) | 30.7 | (101) | 45.5 | (101) |  |  |
|  | Change: | 6.3 |  | 8.7 |  | 3.7 |  |  |  |
| White | 2018: |  | (3) |  | (3) | * | (3) |  |  |
|  | 2019: |  | (2) |  | (2) |  | (2) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 17.8 | (230) | 14.0 | (228) | 26.5 | (230) |  |  |
|  | 2019: | 27.9 | (229) | 20.3 | (231) | 35.2 | (230) |  |  |
|  | Change: | 10.1 |  | 6.3 |  | 8.7 |  |  |  |
| English Learner | 2018: | 19.4 | (72) | 19.4 | (72) | 40.3 | (72) |  |  |
|  | 2019: | 25.7 | (70) | 33.8 | (71) | 45.7 | (70) |  |  |
|  | Change: | 6.3 |  | 14.4 |  | 5.4 |  |  |  |
| Special Education | 2018: | 0.0 | (23) | 4.3 | (23) | 0.0 | (23) |  |  |
|  | 2019: | 6.7 | (30) | 3.3 | (30) | 6.7 | (30) |  |  |
|  | Change: | 6.7 |  | -1.0 |  | 6.7 |  |  |  |

[^0]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
JAMES MADISON FEEDER GROUP

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 28.0 | (236) |  | 31.0 | (239) | 14.5 | (235) |  |
|  | 2019: | 42.0 | (231) |  | 51.5 | (231) | 42.8 | (229) |  |
|  | Change: | 14.0 |  |  | 20.5 |  | 28.3 |  |  |
| African American | 2018: | 16.8 | (119) |  | 18.2 | (121) | 5.9 | (118) |  |
|  | 2019: | 45.7 | (127) |  | 49.6 | (127) | 47.6 | (126) |  |
|  | Change: | 28.9 |  |  | 31.4 |  | 41.7 |  |  |
| Hispanic | 2018: | 39.6 | (111) |  | 42.9 | (112) | 21.6 | (111) |  |
|  | 2019: | 37.4 | (99) |  | 54.5 | (99) | 36.7 | (98) |  |
|  | Change: | -2.2 |  |  | 11.6 |  | 15.1 |  |  |
| White | 2018: |  | (3) |  | * | (3) | * | (3) |  |
|  | 2019: | * | (2) |  | * | (2) | * | (2) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2018: | 26.5 | (211) |  | 30.8 | (214) | 14.2 | (211) |  |
|  | 2019: | 43.0 | (221) |  | 51.1 | (221) | 43.8 | (219) |  |
|  | Change: | 16.5 |  |  | 20.3 |  | 29.6 |  |  |
| English Learner | 2018: | 40.0 | (70) |  | 41.4 | (70) | 19.7 | (71) |  |
|  | 2019: | 39.7 | (63) |  | 55.6 | (63) | 27.0 | (63) |  |
|  | Change: | -0.3 |  |  | 14.2 |  | 7.3 |  |  |
| Special Education | 2018: | 11.5 | (26) |  | 3.6 | (28) | 7.1 | (28) |  |
|  | 2019: | 38.1 | (21) |  | 42.9 | (21) | 38.1 | (21) |  |
|  | Change: | 26.6 |  |  | 39.3 |  | 31.0 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 11.9 | (278) |  | 23.5 | (277) |  |  |
|  | 2019: | 10.0 | (291) |  | 18.9 | (286) |  |  |
|  | Change: | -1.9 |  |  | -4.6 |  |  |  |
| African American | 2018: | 10.9 | (193) |  | 21.8 | (193) |  |  |
|  | 2019: | 6.8 | (192) |  | 14.9 | (188) |  |  |
|  | Change: | -4.1 |  |  | -6.9 |  |  |  |
| Hispanic | 2018: | 14.8 | (81) |  | 27.5 | (80) |  |  |
|  | 2019: | 15.1 | (93) |  | 27.2 | (92) |  |  |
|  | Change: | 0.3 |  |  | -0.3 |  |  |  |
| White | 2018: | * | (3) |  | * | (3) |  |  |
|  | 2019: | * | (1) |  |  | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 11.3 | (240) |  | 22.2 | (239) |  |  |
|  | 2019: | 9.8 | (286) |  | 19.2 | (281) |  |  |
|  | Change: | -1.5 |  |  | -3.0 |  |  |  |
| English Learner | 2018: | 10.3 | (68) |  | 23.9 | (67) |  |  |
|  | 2019: | 15.4 | (78) |  | 29.5 | (78) |  |  |
|  | Change: | 5.1 |  |  | 5.6 |  |  |  |
| Special Education | 2018: | 3.4 | (29) |  | 0.0 | (29) |  |  |
|  | 2019: | 0.0 | (42) |  | 2.5 | (40) |  |  |
|  | Change: | -3.4 |  |  | 2.5 |  |  |  |

[^1]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
JAMES MADISON FEEDER GROUP

| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 18.1 | (270) | 15.0 | (273) | 14.8 | (216) |  |  |
|  | 2019: | 19.2 | (265) | 15.9 | (258) | 14.0 | (236) |  |  |
|  | Change: | 1.1 |  | 0.9 |  | -0.8 |  |  |  |
| African American | 2018: | 15.6 | (173) | 14.8 | (176) | 14.6 | (137) |  |  |
|  | 2019: | 19.6 | (184) | 15.9 | (182) | 11.8 | (161) |  |  |
|  | Change: | 4.0 |  | 1.1 |  | -2.8 |  |  |  |
| Hispanic | 2018: | 22.0 | (91) | 15.4 | (91) | 14.7 | (75) |  |  |
|  | 2019: | 17.9 | (78) | 16.4 | (73) | 19.4 | (72) |  |  |
|  | Change: | -4.1 |  | 1.0 |  | 4.7 |  |  |  |
| White | 2018: | * | (1) | * | (1) | * | (1) |  |  |
|  | 2019: | * | (1) | * | (1) | * | (1) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 17.8 | (241) | 14.3 | (244) | 13.2 | (189) |  |  |
|  | 2019: | 19.3 | (259) | 15.8 | (253) | 14.0 | (229) |  |  |
|  | Change: | 1.5 |  | 1.5 |  | 0.8 |  |  |  |
| English Learner | 2018: | 19.2 | (78) | 15.2 | (79) | 13.6 | (66) |  |  |
|  | 2019: | 15.2 | (66) | 15.0 | (60) | 17.7 | (62) |  |  |
|  | Change: | -4.0 |  | -0.2 |  | 4.1 |  |  |  |
| Special Education | 2018: | 0.0 | (23) | 0.0 | (21) | 4.5 | (22) |  |  |
|  | 2019: | 0.0 | (28) | 0.0 | (24) | 10.7 |  |  |  |
|  | Change: | 0.0 |  | 0.0 |  | 6.2 |  |  |  |


| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 18.2 | (302) |  | 38.4 | (305) | 19.4 | (294) | 17.3 | (294) |
|  | 2019: | 22.2 | (261) |  | 36.1 | (249) | 20.7 | (237) | 11.4 | (246) |
|  | Change: | 4.0 |  |  | -2.3 |  | 1.3 |  | -5.9 |  |
| African American | 2018: | 20.8 | (197) |  | 32.7 | (199) | 15.0 | (187) | 16.6 | (193) |
|  | 2019: | 17.6 | (159) |  | 37.7 | (154) | 20.5 | (151) | 10.7 | (150) |
|  | Change: | -3.2 |  |  | 5.0 |  | 5.5 |  | -5.9 |  |
| Hispanic | 2018: | 12.9 | (101) |  | 48.5 | (103) | 26.5 | (102) | 17.5 | (97) |
|  | 2019: | 28.9 | (97) |  | 34.1 | (91) | 20.2 | (84) | 10.9 | (92) |
|  | Change: | 16.0 |  |  | -14.4 |  | -6.3 |  | -6.6 |  |
| White | 2018: |  | (2) |  | * | (1) | * | (1) | * | (2) |
|  | 2019: | * | (1) |  |  | (1) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 18.8 | (260) |  | 38.1 | (265) | 19.3 | (254) | 17.0 | (253) |
|  | 2019: | 22.6 | (252) |  | 37.1 | (240) | 21.0 | (229) | 11.3 | (238) |
|  | Change: | 3.8 |  |  | -1.0 |  | 1.7 |  | -5.7 |  |
| English Learner | 2018: | 9.0 | (78) |  | 49.4 | (79) | 26.3 | (80) | 16.2 | (74) |
|  | 2019: | 28.2 | (85) |  | 32.5 | (80) | 24.0 | (75) | 12.3 | (81) |
|  | Change: | 19.2 |  |  | -16.9 |  | -2.3 |  | -3.9 |  |
| Special Education | 2018: | 19.4 | (31) |  | 0.0 | (31) | 6.5 | (31) | 0.0 | (31) |
|  | 2019: | 4.3 | (23) |  | 8.7 | (23) | 13.6 | (22) | 4.5 | (22) |
|  | Change: | -15.1 |  |  | 8.7 |  | 7.1 |  | 4.5 |  |

[^2]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE:
JAMES MADISON FEEDER GROUP

| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 18.4 | $(1,582)$ | 14.9 | (522) | 26.7 | $(1,533)$ | 17.2 | (529) | 17.3 | (294) |
|  | 2019: | 25.0 | $(1,498)$ | 18.1 | (496) | 31.8 | $(1,452)$ | 31.5 | (466) | 11.4 | (246) |
|  | Change: | 6.6 |  | 3.2 |  | 5.1 |  | 14.3 |  | -5.9 |  |
| African American | 2018: | 14.9 | (955) | 12.5 | (311) | 20.7 | (923) | 11.5 | (305) | 16.6 | (193) |
|  | 2019: | 23.0 | (901) | 14.1 | (313) | 27.3 | (868) | 32.9 | (277) | 10.7 | (150) |
|  | Change: | 8.1 |  | 1.6 |  | 6.6 |  | 21.4 |  | -5.9 |  |
| Hispanic | 2018: | 24.1 | (594) | 19.0 | (200) | 35.7 | (580) | 23.9 | (213) | 17.5 | (97) |
|  | 2019: | 27.6 | (561) | 24.7 | (174) | 38.8 | (549) | 29.1 | (182) | 10.9 | (92) |
|  | Change: | 3.5 |  | 5.7 |  | 3.1 |  | 5.2 |  | -6.6 |  |
| White | 2018: | 20.0 | (15) |  | (4) | 50.0 | (14) |  | (4) | * | (2) |
|  | 2019: | 15.4 | (13) |  | (3) | 23.1 | (13) |  | (2) |  |  |
|  | Change: | -4.6 |  | * |  | -26.9 |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 17.8 | $(1,393)$ | 14.2 | (472) | 26.0 | $(1,348)$ | 17.0 | (465) | 17.0 | (253) |
|  | 2019: | 25.0 | $(1,449)$ | 18.0 | (484) | 31.9 | $(1,402)$ | 32.1 | (448) | 11.3 | (238) |
|  | Change: | 7.2 |  | 3.8 |  | 5.9 |  | 15.1 |  | -5.7 |  |
| English Learner | 2018: | 21.5 | (442) | 17.2 | (151) | 34.2 | (430) | 23.2 | (151) | 16.2 | (74) |
|  | 2019: | 26.1 | (433) | 25.2 | (131) | 38.0 | (424) | 25.4 | (138) | 12.3 | (81) |
|  | Change: | 4.6 |  | 8.0 |  | 3.8 |  | 2.2 |  | -3.9 |  |
| Special Education | 2018: | 7.9 | (152) | 2.3 | (44) | 2.6 | (153) | 6.8 | (59) | 0.0 | (31) |
|  | 2019: | 8.8 | (160) | 1.9 | (54) | 12.0 | (158) | 25.6 | (43) | 4.5 | (22) |
|  | Change: | 0.9 |  | -0.4 |  | 9.4 |  | 18.8 |  | 4.5 |  |

[^3]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 7/3/19

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

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 11.9 | (278) |  | 23.5 | (277) |  |  |
|  | 2019: | 10.0 | (291) |  | 18.9 | (286) |  |  |
|  | Change: | -1.9 |  |  | -4.6 |  |  |  |
| African American | 2018: | 10.9 | (193) |  | 21.8 | (193) |  |  |
|  | 2019: | 6.8 | (192) |  | 14.9 | (188) |  |  |
|  | Change: | -4.1 |  |  | -6.9 |  |  |  |
| Hispanic | 2018: | 14.8 | (81) |  | 27.5 | (80) |  |  |
|  | 2019: | 15.1 | (93) |  | 27.2 | (92) |  |  |
|  | Change: | 0.3 |  |  | -0.3 |  |  |  |
| White | 2018: | * | (3) |  |  | (3) |  |  |
|  | 2019: | * | (1) |  |  | (1) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 11.3 | (240) |  | 22.2 | (239) |  |  |
|  | 2019: | 9.8 | (286) |  | 19.2 | (281) |  |  |
|  | Change: | -1.5 |  |  | -3.0 |  |  |  |
| English Learner | 2018: | 10.3 | (68) |  | 23.9 | (67) |  |  |
|  | 2019: | 15.4 | (78) |  | 29.5 | (78) |  |  |
|  | Change: | 5.1 |  |  | 5.6 |  |  |  |
| Special Education | 2018: | 3.4 | (29) |  | 0.0 | (29) |  |  |
|  | 2019: | 0.0 | (42) |  | 2.5 | (40) |  |  |
|  | Change: | -3.4 |  |  | 2.5 |  |  |  |


| Grade 7 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 18.1 | (270) | 15.0 | (273) | 14.8 | (216) |  |  |
|  | 2019: | 19.2 | (265) | 15.9 | (258) | 14.0 | (236) |  |  |
|  | Change: | 1.1 |  | 0.9 |  | -0.8 |  |  |  |
| African American | 2018: | 15.6 | (173) | 14.8 | (176) | 14.6 | (137) |  |  |
|  | 2019: | 19.6 | (184) | 15.9 | (182) | 11.8 | (161) |  |  |
|  | Change: | 4.0 |  | 1.1 |  | -2.8 |  |  |  |
| Hispanic | 2018: | 22.0 | (91) | 15.4 | (91) | 14.7 | (75) |  |  |
|  | 2019: | 17.9 | (78) | 16.4 | (73) | 19.4 | (72) |  |  |
|  | Change: | -4.1 |  | 1.0 |  | 4.7 |  |  |  |
| White | 2018: |  | (1) |  | (1) | * | (1) |  |  |
|  | 2019: | * | (1) |  | (1) | * | (1) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |
| Economically Disadvantaged | 2018: | 17.8 | (241) | 14.3 | (244) | 13.2 | (189) |  |  |
|  | 2019: | 19.3 | (259) | 15.8 | (253) | 14.0 | (229) |  |  |
|  | Change: | 1.5 |  | 1.5 |  | 0.8 |  |  |  |
| English Learner | 2018: | 19.2 | (78) | 15.2 | (79) | 13.6 | (66) |  |  |
|  | 2019: | 15.2 | (66) | 15.0 | (60) | 17.7 | (62) |  |  |
|  | Change: | -4.0 |  | -0.2 |  | 4.1 |  |  |  |
| Special Education | 2018: | 0.0 | (23) | 0.0 | (21) | 4.5 | (22) |  |  |
|  | 2019: | 0.0 | (28) | 0.0 | (24) | 10.7 | (28) |  |  |
|  | Change: | 0.0 |  | 0.0 |  | 6.2 |  |  |  |

[^4]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE: Combined English and Spanish

MEETS GRADE LEVEL 7/3/19

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

| Grade 8 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{\mathbf{1 2}}$ |  | Science ${ }^{2}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 18.2 | (302) |  | 38.4 | (305) | 19.4 | (294) | 17.3 | (294) |
|  | 2019: | 22.2 | (261) |  | 36.1 | (249) | 20.7 | (237) | 11.4 | (246) |
|  | Change: | 4.0 |  |  | -2.3 |  | 1.3 |  | -5.9 |  |
| African American | 2018: | 20.8 | (197) |  | 32.7 | (199) | 15.0 | (187) | 16.6 | (193) |
|  | 2019: | 17.6 | (159) |  | 37.7 | (154) | 20.5 | (151) | 10.7 | (150) |
|  | Change: | -3.2 |  |  | 5.0 |  | 5.5 |  | -5.9 |  |
| Hispanic | 2018: | 12.9 | (101) |  | 48.5 | (103) | 26.5 | (102) | 17.5 | (97) |
|  | 2019: | 28.9 | (97) |  | 34.1 | (91) | 20.2 | (84) | 10.9 | (92) |
|  | Change: | 16.0 |  |  | -14.4 |  | -6.3 |  | -6.6 |  |
| White | 2018: | * | (2) |  | * | (1) | * | (1) |  | (2) |
|  | 2019: | * | (1) |  | * | (1) |  |  |  |  |
|  | Change: | * |  |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 18.8 | (260) |  | 38.1 | (265) | 19.3 | (254) | 17.0 | (253) |
|  | 2019: | 22.6 | (252) |  | 37.1 | (240) | 21.0 | (229) | 11.3 | (238) |
|  | Change: | 3.8 |  |  | -1.0 |  | 1.7 |  | -5.7 |  |
| English Learner | 2018: | 9.0 | (78) |  | 49.4 | (79) | 26.3 | (80) | 16.2 | (74) |
|  | 2019: | 28.2 | (85) |  | 32.5 | (80) | 24.0 | (75) | 12.3 | (81) |
|  | Change: | 19.2 |  |  | -16.9 |  | -2.3 |  | -3.9 |  |
| Special Education | 2018: | 19.4 | (31) |  | 0.0 | (31) | 6.5 | (31) | 0.0 | (31) |
|  | 2019: | 4.3 | (23) |  | 8.7 | (23) | 13.6 | (22) | 4.5 | (22) |
|  | Change: | -15.1 |  |  | 8.7 |  | 7.1 |  | 4.5 |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 16.1 | (850) | 15.0 | (273) | 26.8 | (798) | 19.4 | (294) | 17.3 | (294) |
|  | 2019: | 16.9 | (817) | 15.9 | (258) | 23.0 | (771) | 20.7 | (237) | 11.4 | (246) |
|  | Change: | 0.8 |  | 0.9 |  | -3.8 |  | 1.3 |  | -5.9 |  |
| African American | 2018: | 15.8 | (563) | 14.8 | (176) | 24.0 | (529) | 15.0 | (187) | 16.6 | (193) |
|  | 2019: | 14.4 | (535) | 15.9 | (182) | 20.9 | (503) | 20.5 | (151) | 10.7 | (150) |
|  | Change: | -1.4 |  | 1.1 |  | -3.1 |  | 5.5 |  | -5.9 |  |
| Hispanic | 2018: | 16.5 | (273) | 15.4 | (91) | 32.2 | (258) | 26.5 | (102) | 17.5 | (97) |
|  | 2019: | 20.9 | (268) | 16.4 | (73) | 27.5 | (255) | 20.2 | (84) | 10.9 | (92) |
|  | Change: | 4.4 |  | 1.0 |  | -4.7 |  | -6.3 |  | -6.6 |  |
| White | 2018: | 16.7 | (6) |  | (1) |  | (5) | , | (1) | * | (2) |
|  | 2019: |  | (3) |  | (1) |  | (3) |  |  |  |  |
|  | Change: | * |  | * |  | * |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 16.1 | (741) | 14.3 | (244) | 25.8 | (693) | 19.3 | (254) | 17.0 | (253) |
|  | 2019: | 16.9 | (797) | 15.8 | (253) | 23.3 | (750) | 21.0 | (229) | 11.3 | (238) |
|  | Change: | 0.8 |  | 1.5 |  | -2.5 |  | 1.7 |  | -5.7 |  |
| English Learner | 2018: | 12.9 | (224) | 15.2 | (79) | 30.2 | (212) | 26.3 | (80) | 16.2 | (74) |
|  | 2019: | 20.1 | (229) | 15.0 | (60) | 27.3 | (220) | 24.0 | (75) | 12.3 | (81) |
|  | Change: | 7.2 |  | -0.2 |  | -2.9 |  | -2.3 |  | -3.9 |  |
| Special Education | 2018: | 8.4 | (83) | 0.0 | (21) | 1.2 | (82) | 6.5 | (31) | 0.0 | (31) |
|  | 2019: | 1.1 | (93) | 0.0 | (24) | 6.6 | (91) | 13.6 | (22) | 4.5 | (22) |
|  | Change: | -7.3 |  | 0.0 |  | 5.4 |  | 7.1 |  | 4.5 |  |

[^5]POPULATION:
STATISTIC:
ADMINISTRATION:
LANGUAGE: All Students Tested at Location Percentage Meeting Grade Level or better Spring 2019 (through second administration) Combined English and Spanish

MEETS GRADE LEVEL 7/3/19

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

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 26.4 | (91) |  | 30.8 | (91) |  |  |
|  | 2019: | 36.5 | (85) |  | 51.8 | (85) |  |  |
|  | Change: | 10.1 |  |  | 21.0 |  |  |  |
| African American | 2018: | 40.0 | (15) |  | 26.7 | (15) |  |  |
|  | 2019: | 35.7 | (14) |  | 42.9 | (14) |  |  |
|  | Change: | -4.3 |  |  | 16.2 |  |  |  |
| Hispanic | 2018: | 24.0 | (75) |  | 30.7 | (75) |  |  |
|  | 2019: | 38.2 | (68) |  | 55.9 | (68) |  |  |
|  | Change: | 14.2 |  |  | 25.2 |  |  |  |
| White | 2018: |  |  |  |  |  |  |  |
|  | 2019: | * | (3) |  | * | (3) |  |  |
|  | Change: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2018: | 24.7 | (73) |  | 30.1 | (73) |  |  |
|  | 2019: | 36.4 | (77) |  | 53.2 | (77) |  |  |
|  | Change: | 11.7 |  |  | 23.1 |  |  |  |
| English Learner | 2018: | 25.0 | (52) |  | 30.8 | (52) |  |  |
|  | 2019: | 37.5 | (48) |  | 60.4 | (48) |  |  |
|  | Change: | 12.5 |  |  | 29.6 |  |  |  |
| Special Education | 2018: | * | (5) |  | * | (5) |  |  |
|  | 2019: | 25.0 | (8) |  | 12.5 | (8) |  |  |
|  | Change: | * |  |  | * |  |  |  |


| Grade 4 |  | Reading |  | Writing |  | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 26.4 | (87) | 19.8 | (86) | 43.7 | (87) |  |  |
|  | 2019: | 22.9 | (83) | 27.4 | (84) | 42.9 | (84) |  |  |
|  | Change: | -3.5 |  | 7.6 |  | -0.8 |  |  |  |
| African American | 2018: | 26.7 | (15) | 6.7 | (15) | 13.3 | (15) |  |  |
|  | 2019: | 14.3 | (14) | 21.4 | (14) | 28.6 | (14) |  |  |
|  | Change: | -12.4 |  | 14.7 |  | 15.3 |  |  |  |
| Hispanic | 2018: | 27.1 | (70) | 23.2 | (69) | 51.4 | (70) |  |  |
|  | 2019: | 25.0 | (68) | 29.0 | (69) | 44.9 | (69) |  |  |
|  | Change: | -2.1 |  | 5.8 |  | -6.5 |  |  |  |
| Economically Disadvantaged | 2018: | 29.3 | (75) | 20.3 | (74) | 44.0 | (75) |  |  |
|  | 2019: | 21.8 | (78) | 26.6 | (79) | 43.0 | (79) |  |  |
|  | Change: | -7.5 |  | 6.3 |  | -1.0 |  |  |  |
| English Learner | 2018: | 25.6 | (39) | 20.5 | (39) | 53.8 | (39) |  |  |
|  | 2019: | 14.9 | (47) | 23.4 | (47) | 40.4 | (47) |  |  |
|  | Change: | -10.7 |  | 2.9 |  | -13.4 |  |  |  |
| Special Education | 2018: | * | (4) | * | (4) | * | (4) |  |  |
|  | 2019: | 0.0 | (6) | 0.0 | (6) | 16.7 | (6) |  |  |
|  | Change: | * |  | * |  | * |  |  |  |

[^6]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2019 (through second administration)
LANGUAGE:
Combined English and Spanish

MEETS GRADE LEVEL 7/3/19

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

| Grade 5 |  | Reading ${ }^{1}$ |  | Writing | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 42.5 | (87) |  | 50.6 | (87) | 23.3 | (86) |  |
|  | 2019: | 28.8 | (73) |  | 49.3 | (73) | 30.1 | (73) |  |
|  | Change: | -13.7 |  |  | -1.3 |  | 6.8 |  |  |
| African American | 2018: | 26.7 | (15) |  | 13.3 | (15) | 0.0 | (14) |  |
|  | 2019: | 10.0 | (10) |  | 40.0 | (10) | 0.0 | (10) |  |
|  | Change: | -16.7 |  |  | 26.7 |  | 0.0 |  |  |
| Hispanic | 2018: | 46.3 | (67) |  | 56.7 | (67) | 25.4 | (67) |  |
|  | 2019: | 31.7 | (60) |  | 51.7 | (60) | 35.0 | (60) |  |
|  | Change: | -14.6 |  |  | -5.0 |  | 9.6 |  |  |
| White | 2018: |  | (3) |  |  | (3) |  | (3) |  |
|  | 2019: | * | (2) |  | * | (2) |  | (2) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2018: | 41.6 | (77) |  | 50.6 | (77) | 22.4 | (76) |  |
|  | 2019: | 30.3 | (66) |  | 48.5 | (66) | 31.8 | (66) |  |
|  | Change: | -11.3 |  |  | -2.1 |  | 9.4 |  |  |
| English Learner | 2018: | 51.4 | (37) |  | 59.5 | (37) | 24.3 | (37) |  |
|  | 2019: | 28.1 | (32) |  | 50.0 | (32) | 25.0 | (32) |  |
|  | Change: | -23.3 |  |  | -9.5 |  | 0.7 |  |  |
| Special Education | 2018: | 33.3 | (9) |  | 11.1 | (9) | 0.0 | (9) |  |
|  | 2019: | 33.3 | (6) |  | 50.0 | (6) | 16.7 | (6) |  |
|  | Change: | 0.0 |  |  | 38.9 |  | 16.7 |  |  |


| All Grades |  | Reading ${ }^{1}$ |  | Writing |  | Mathematics ${ }^{1}$ |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2018: | 31.7 | (265) | 19.8 | (86) | 41.5 | (265) | 23.3 | (86) |  |
|  | 2019: | 29.5 | (241) | 27.4 | (84) | 47.9 | (242) | 30.1 | (73) |  |
|  | Change: | -2.2 |  | 7.6 |  | 6.4 |  | 6.8 |  |  |
| African American | 2018: | 31.1 | (45) | 6.7 | (15) | 17.8 | (45) | 0.0 | (14) |  |
|  | 2019: | 21.1 | (38) | 21.4 | (14) | 36.8 | (38) | 0.0 | (10) |  |
|  | Change: | -10.0 |  | 14.7 |  | 19.0 |  | 0.0 |  |  |
| Hispanic | 2018: | 32.1 | (212) | 23.2 | (69) | 45.8 | (212) | 25.4 | (67) |  |
|  | 2019: | 31.6 | (196) | 29.0 | (69) | 50.8 | (197) | 35.0 | (60) |  |
|  | Change: | -0.5 |  | 5.8 |  | 5.0 |  | 9.6 |  |  |
| White | 2018: |  | (5) |  | (2) |  | (5) | * | (3) |  |
|  | 2019: |  | (5) |  |  |  | (5) | * | (2) |  |
|  | Change: | * |  |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2018: | 32.0 | (225) | 20.3 | (74) | 41.8 | (225) | 22.4 | (76) |  |
|  | 2019: | 29.4 | (221) | 26.6 | (79) | 48.2 | (222) | 31.8 | (66) |  |
|  | Change: | -2.6 |  | 6.3 |  | 6.4 |  | 9.4 |  |  |
| English Learner | 2018: | 32.8 | (128) | 20.5 | (39) | 46.1 | (128) | 24.3 | (37) |  |
|  | 2019: | 26.8 | (127) | 23.4 | (47) | 50.4 | (127) | 25.0 | (32) |  |
|  | Change: | -6.0 |  | 2.9 |  | 4.3 |  | 0.7 |  |  |
| Special Education | 2018: | 27.8 | (18) | * | (4) | 11.1 | (18) | 0.0 | (9) |  |
|  | 2019: | 20.0 | (20) | 0.0 | (6) | 25.0 | (20) | 16.7 | (6) |  |
|  | Change: | -7.8 |  | * |  | 13.9 |  | 16.7 |  |  |

[^7]
[^0]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^1]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ 'cores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^2]:    $\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^3]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^4]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^5]:    $\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^6]:    $(N)=$ students tested. *Statistics not reported for groups smaller than six. 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

[^7]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. ${ }^{1}$ Scores through SECOND 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 updates in data files, such as score changes or ID corrections. Statistics for high school feeder patterns do not include scores from students in magnet or other choice schools.

