POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

## JAMES MADISON FEEDER GROUP

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 9.3 | (183) |  | 3.2 | (186) |  |  |
|  | 2022: | 15.2 | (164) |  | 13.9 | (166) |  |  |
|  | Change: | 5.9 |  |  | 10.7 |  |  |  |
| African American | 2021: | 2.4 | (85) |  | 3.5 | (86) |  |  |
|  | 2022: | 13.0 | (69) |  | 7.1 | (70) |  |  |
|  | Change: | 10.6 |  |  | 3.6 |  |  |  |
| Hispanic | 2021: | 15.4 | (91) |  | 3.2 | (93) |  |  |
|  | 2022: | 16.3 | (86) |  | 18.4 | (87) |  |  |
|  | Change: | 0.9 |  |  | 15.2 |  |  |  |
| Economically Disadvantaged | 2021: | 9.2 | (173) |  | 3.4 | (176) |  |  |
|  | 2022: | 14.7 | (156) |  | 13.3 | (158) |  |  |
|  | Change: | 5.5 |  |  | 9.9 |  |  |  |
| English Learner | 2021: | 18.1 | (72) |  | 1.4 | (72) |  |  |
|  | 2022: | 13.2 | (68) |  | 14.7 | (68) |  |  |
|  | Change: | -4.9 |  |  | 13.3 |  |  |  |
| Special Education | 2021: | 13.3 | (15) |  | 6.3 | (16) |  |  |
|  | 2022: | 16.7 |  |  | 16.0 | (25) |  |  |
|  | Change: | 3.4 |  |  | 9.7 |  |  |  |



[^0]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location Percentage Mastering Grade Level
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

## JAMES MADISON FEEDER GROUP

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 15.4 | (182) |  | 11.1 | (180) | 5.0 | (180) |  |
|  | 2022: | 22.2 | (176) |  | 14.2 | (176) | 12.9 | (178) |  |
|  | Change: | 6.8 |  |  | 3.1 |  | 7.9 |  |  |
| African American | 2021: | 11.5 | (78) |  | 10.4 | (77) | 7.8 | (77) |  |
|  | 2022: | 23.9 | (71) |  | 11.4 | (70) | 19.4 | (72) |  |
|  | Change: | 12.4 |  |  | 1.0 |  | 11.6 |  |  |
| Hispanic | 2021: | 17.7 | (96) |  | 10.5 | (95) | 3.2 | (95) |  |
|  | 2022: | 20.0 | (100) |  | 16.8 | (101) | 8.9 | (101) |  |
|  | Change: | 2.3 |  |  | 6.3 |  | 5.7 |  |  |
| White | 2021: | * | (2) |  |  | (2) | * | (2) |  |
|  | 2022: |  |  |  | * | (2) |  | (2) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 15.8 | (177) |  | 11.4 | (175) | 5.1 | (175) |  |
|  | 2022: | 21.7 | (166) |  | 13.3 | (166) | 12.5 | (168) |  |
|  | Change: | 5.9 |  |  | 1.9 |  | 7.4 |  |  |
| English Learner | 2021: | 18.8 | (69) |  | 10.3 | (68) | 2.9 | (68) |  |
|  | 2022: | 9.9 | (71) |  | 15.3 | (72) | 8.3 | (72) |  |
|  | Change: | -8.9 |  |  | 5.0 |  | 5.4 |  |  |
| Special Education | 2021: | 4.5 | (22) |  | 4.5 | (22) | 0.0 | (22) |  |
|  | 2022: | 14.3 | (28) |  | 3.4 | (29) | 3.4 | (29) |  |
|  | Change: | 9.8 |  |  | -1.1 |  | 3.4 |  |  |


| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 1.5 | (206) |  | 2.9 | (207) |  |  |
|  | 2022: | 6.8 | (234) |  | 5.6 | (232) |  |  |
|  | Change: | 5.3 |  |  | 2.7 |  |  |  |
| African American | 2021: | 1.5 | (135) |  | 2.9 | (137) |  |  |
|  | 2022: | 6.4 | (140) |  | 3.6 | (139) |  |  |
|  | Change: | 4.9 |  |  | 0.7 |  |  |  |
| Hispanic | 2021: | 1.5 | (66) |  | 3.1 | (65) |  |  |
|  | 2022: | 7.0 | (86) |  | 7.1 | (85) |  |  |
|  | Change: | 5.5 |  |  | 4.0 |  |  |  |
| White | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: |  | (2) |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 1.5 | (205) |  | 2.9 | (206) |  |  |
|  | 2022: | 7.0 | (229) |  | 5.3 | (227) |  |  |
|  | Change: | 5.5 |  |  | 2.4 |  |  |  |
| English Learner | 2021: | 1.9 | (52) |  | 3.8 | (52) |  |  |
|  | 2022: | 4.4 | (68) |  | 5.9 | (68) |  |  |
|  | Change: | 2.5 |  |  | 2.1 |  |  |  |
| Special Education | 2021: | 0.0 | (27) |  | 0.0 | (26) |  |  |
|  | 2022: | 0.0 | (32) |  | 0.0 | (32) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |

[^1]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

## JAMES MADISON FEEDER GROUP



| Grade 8 |  | Reading |  | Writing | Mathematics $\dagger$ |  | Science ${ }^{\text {t }}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 10.0 | (210) |  | 4.3 | (209) | 9.8 | (214) | 8.8 | (181) |
|  | 2022: | 11.2 | (260) |  | 5.5 | (309) | 3.0 | (230) | 2.4 | (247) |
|  | Change: | 1.2 |  |  | 1.2 |  | -6.8 |  | -6.4 |  |
| African American | 2021: | 9.9 | (121) |  | 4.0 | (126) | 10.5 | (124) | 8.7 | (103) |
|  | 2022: | 11.5 | (165) |  | 4.1 | (194) | 2.8 | (143) | 1.3 | (154) |
|  | Change: | 1.6 |  |  | 0.1 |  | -7.7 |  | -7.4 |  |
| Hispanic | 2021: | 9.2 | (87) |  | 4.9 | (82) | 9.1 | (88) | 9.2 | (76) |
|  | 2022: | 10.3 | (87) |  | 7.5 | (106) | 2.5 | (80) | 3.5 | (86) |
|  | Change: | 1.1 |  |  | 2.6 |  | -6.6 |  | -5.7 |  |
| White | 2021: |  |  |  |  |  |  |  |  |  |
|  | 2022: | * | (3) |  | * | (3) | * | (2) | * | (2) |
|  | Change: |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 10.1 | (207) |  | 4.4 | (205) | 9.5 | (210) | 9.0 | (178) |
|  | 2022: | 11.4 | (254) |  | 5.6 | (304) | 3.1 | (225) | 2.5 | (243) |
|  | Change: | 1.3 |  |  | 1.2 |  | -6.4 |  | -6.5 |  |
| English Learner | 2021: | 9.3 | (75) |  | 4.4 | (68) | 9.1 | (77) | 9.2 | (65) |
|  | 2022: | 10.7 | (75) |  | 7.9 | (89) | 2.9 | (69) | 2.7 | (74) |
|  | Change: | 1.4 |  |  | 3.5 |  | -6.2 |  | -6.5 |  |
| Special Education | 2021: | 0.0 | (22) |  | 0.0 | (20) | 0.0 | (24) | 4.5 | (22) |
|  | 2022: | 2.6 | (39) |  | 0.0 | (39) | 0.0 | (36) | 0.0 | (34) |
|  | Change: | 2.6 |  |  | 0.0 |  | 0.0 |  | -4.5 |  |

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

| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 8.5 | $(1,162)$ | 1.3 | (376) | 4.9 $(1,145)$ <br> 8.3 $(1,223)$ |  | $\begin{aligned} & 7.6 \\ & 7.4 \end{aligned}$ | (394) | 8.8 | (181) |
|  | 2022: | 14.4 | $(1,253)$ |  |  |  |  | (408) | 2.4 | (247) |
|  | Change: | 5.9 |  |  |  | 3.4 |  |  | -0.2 |  | -6.4 |  |
| African American | 2021: | 6.0 | (621) | 2.0 | (199) | 3.7 (616) | (616) | 9.5 | (201) | 8.7 | (103) |
|  | 2022: | 13.0 | (683) |  |  | 5.6 | (660) | 8.4 | (215) | 1.3 | (154) |
|  | Change: | 7.0 |  |  |  | 1.9 |  | -1.1 |  | -7.4 |  |
| Hispanic | 2021: | 11.2 | (508) | 0.6 | (168) | 6.0 | (496) | 6.0 | (183) | 9.2 | (76) |
|  | 2022: | 15.2 | (525) |  |  | 11.2 | (518) | 6.1 | (181) | 3.5 | (86) |
|  | Change: | 4.0 |  |  |  | 5.2 |  | 0.1 |  | -5.7 |  |
| White | 2021: | 0.0 $(7)$ <br> 25.0 $(12)$ <br> 25.0  |  | * | (2) | $\begin{array}{r} 14.3 \\ 0.0 \\ -14.3 \end{array}$ | $\begin{array}{r} \text { (7) } \\ (12) \end{array}$ | * |  | * | (2) |
|  | 2022: |  |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 8.6 | $(1,138)$ | 1.3 | (372) | $\begin{aligned} & 5.0 \\ & 8.0 \end{aligned}$ | $\begin{aligned} & (1,120) \\ & (1,181) \end{aligned}$ | $\begin{aligned} & 7.5 \\ & 7.1 \end{aligned}$ | $\begin{aligned} & \hline(385) \\ & (393) \end{aligned}$ | 9.02.5-6.5 | $\begin{aligned} & \hline(178) \\ & (243) \end{aligned}$ |
|  | 2022: | 14.3 | $(1,210)$ |  |  |  |  |  |  |  |  |
|  | Change: | 5.7 |  |  |  | 3.0 |  | -0.4 |  |  |  |
| English Learner | 2021: | $\begin{array}{r} \hline 11.4 \\ 11.4 \\ 0.0 \end{array}$ | $\begin{aligned} & (402) \\ & (412) \end{aligned}$ | 0.7 | (135) | $\begin{array}{r} 5.9 \\ 10.1 \\ 4.2 \end{array}$ | $\begin{aligned} & \hline(390) \\ & (406) \end{aligned}$ | $\begin{array}{r} 6.2 \\ 5.7 \\ -0.5 \end{array}$ | $\begin{aligned} & (145) \\ & (141) \end{aligned}$ | 9.22.7-6.5 | $\begin{aligned} & (65) \\ & (74) \end{aligned}$ |
|  | 2022: |  |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |  |
| Special Education | 2021: | 3.8 | (132) | 0.0 | (47) | 1.5 | (130) | 0.0 | (46) | 4.5 | (22) |
|  | 2022: | 6.4 | (172) |  |  | 2.9 | (175) | 1.5 | (65) | 0.0 | (34) |
|  | Change: | 2.6 |  |  |  | 1.4 |  | 1.5 |  | -4.5 |  |

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

POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
MASTERS GRADE LEVEL 6/22/22

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

| Grade 6 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 1.5 | (206) |  | 2.9 | (207) |  |  |
|  | 2022: | 5.4 | (203) |  | 4.0 | (201) |  |  |
|  | Change: | 3.9 |  |  | 1.1 |  |  |  |
| African American | 2021: | 1.5 | (135) |  | 2.9 | (137) |  |  |
|  | 2022: | 4.9 | (122) |  | 3.3 | (121) |  |  |
|  | Change: | 3.4 |  |  | 0.4 |  |  |  |
| Hispanic | 2021: | 1.5 | (66) |  | 3.1 | (65) |  |  |
|  | 2022: | 5.4 | (74) |  | 4.1 | (73) |  |  |
|  | Change: | 3.9 |  |  | 1.0 |  |  |  |
| White | 2021: | * | (1) |  | * | (1) |  |  |
|  | 2022: | * |  |  | * | (2) |  |  |
|  | Change: | * |  |  | * |  |  |  |
| Economically Disadvantaged | 2021: | 1.5 | (205) |  | 2.9 | (206) |  |  |
|  | 2022: | 5.5 | (200) |  | 4.0 | (198) |  |  |
|  | Change: | 4.0 |  |  | 1.1 |  |  |  |
| English Learner | 2021: | 1.9 | (52) |  | 3.8 | (52) |  |  |
|  | 2022: | 3.4 | (59) |  | 3.4 | (59) |  |  |
|  | Change: | 1.5 |  |  | -0.4 |  |  |  |
| Special Education | 2021: | 0.0 | (27) |  | 0.0 | (26) |  |  |
|  | 2022: | 0.0 | (30) |  | 0.0 | (30) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |



[^4]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

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

| Grade 8 |  | Reading |  | Writing | Mathematics $\dagger$ |  | Science ${ }^{\dagger}$ |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 10.0 | (210) |  | 4.3 | (209) | 9.8 | (214) | 8.8 | (181) |
|  | 2022: | 11.2 | (260) |  | 5.5 | (309) | 3.0 | (230) | 2.4 | (247) |
|  | Change: | 1.2 |  |  | 1.2 |  | -6.8 |  | -6.4 |  |
| African American | 2021: | 9.9 | (121) |  | 4.0 | (126) | 10.5 | (124) | 8.7 | (103) |
|  | 2022: | 11.5 | (165) |  | 4.1 | (194) | 2.8 | (143) | 1.3 | (154) |
|  | Change: | 1.6 |  |  | 0.1 |  | -7.7 |  | -7.4 |  |
| Hispanic | 2021: | 9.2 | (87) |  | 4.9 | (82) | 9.1 | (88) | 9.2 | (76) |
|  | 2022: | 10.3 | (87) |  | 7.5 | (106) | 2.5 | (80) | 3.5 | (86) |
|  | Change: | 1.1 |  |  | 2.6 |  | -6.6 |  | -5.7 |  |
| White | 2021: |  |  |  |  |  |  |  |  |  |
|  | 2022: | * |  |  | * | (3) | * | (2) | * | (2) |
|  | Change: |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 10.1 | (207) |  | 4.4 | (205) | 9.5 | (210) | 9.0 | (178) |
|  | 2022: | 11.4 | (254) |  | 5.6 | (304) | 3.1 | (225) | 2.5 | (243) |
|  | Change: | 1.3 |  |  | 1.2 |  | -6.4 |  | -6.5 |  |
| English Learner | 2021: | 9.3 | (75) |  | 4.4 | (68) | 9.1 | (77) | 9.2 | (65) |
|  | 2022: | 10.7 | (75) |  | 7.9 | (89) | 2.9 | (69) | 2.7 | (74) |
|  | Change: | 1.4 |  |  | 3.5 |  | -6.2 |  | -6.5 |  |
| Special Education | 2021: | 0.0 | (22) |  | 0.0 | (20) | 0.0 | (24) | 4.5 | (22) |
|  | 2022: | 2.6 | (39) |  | 0.0 | (39) | 0.0 | (36) | 0.0 | (34) |
|  | Change: | 2.6 |  |  | 0.0 |  | 0.0 |  | -4.5 |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 6.2 | (625) | 1.0 | (205) | $\begin{aligned} & 2.8 \\ & 4.6 \end{aligned}$ | (601) | 9.8 | (214) | 8.8 | (181) |
|  | 2022: | 10.8 | (696) |  |  |  | (668) | 3.0 | (230) | 2.4 | (247) |
|  | Change: | 4.6 |  |  |  | 1.8 |  | -6.8 |  | -6.4 |  |
| African American | 2021: | 5.9 | (388) | 0.8 | (130) | 2.4 | (380) | 10.5 | (124) | 8.7 | (103) |
|  | 2022: | 10.1 | (436) |  |  | 3.6 | (417) | 2.8 | (143) | 1.3 | (154) |
|  | Change: | 4.2 |  |  |  | 1.2 |  | -7.7 |  | -7.4 |  |
| Hispanic | 2021: | 6.6 | (226) | 1.4 | (72) | $\begin{aligned} & \hline 3.3 \\ & 6.1 \end{aligned}$ | $\begin{aligned} & (211) \\ & (230) \end{aligned}$ | $\begin{aligned} & 9.1 \\ & 2.5 \end{aligned}$ | $\begin{aligned} & (88) \\ & (80) \end{aligned}$ | $\begin{aligned} & 9.2 \\ & 3.5 \end{aligned}$ | (76) <br> (86) |
|  | 2022: | 11.7 | (239) |  |  |  |  |  |  |  |  |
|  | Change: | 5.1 |  |  |  | 2.8 |  | -6.6 |  | -5.7 |  |
| White | 2021: | * $(2)$ <br> 0.0 $(6)$ <br> $*$  |  | * | (1) | 0. | (2)(6) | * | (2) | * | (2) |
|  | 2022: |  |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |  |
| Economically Disadvantaged | 2021: | 6.3 | (619) | 1.0 | (204) | $\begin{aligned} & 2.9 \\ & 4.7 \end{aligned}$ | $\begin{aligned} & \hline(595) \\ & (658) \end{aligned}$ | $\begin{aligned} & 9.5 \\ & 3.1 \end{aligned}$ | $\begin{aligned} & \hline(210) \\ & (225) \end{aligned}$ | 9.02.5-6.5 | $\begin{aligned} & \hline(178) \\ & (243) \end{aligned}$ |
|  | 2022: | 10.9 | (685) |  |  |  |  |  |  |  |  |
|  | Change: | 4.6 |  |  |  |  |  | -6.4 |  |  |  |
| English Learner | 2021: | $\begin{array}{r} \hline 6.3 \\ 10.2 \\ 3.9 \end{array}$ | $\begin{aligned} & \hline(189) \\ & (197) \end{aligned}$ | 1.6 | (62) | $\begin{aligned} & 4.0 \\ & 5.8 \\ & 1.8 \end{aligned}$ | $\begin{aligned} & \hline(176) \\ & (190) \end{aligned}$ | $\begin{array}{r} 9.1 \\ 2.9 \\ -6.2 \end{array}$ | (77) <br> (69) | 9.22.7-6.5 | (65) <br> (74) |
|  | 2022: |  |  |  |  |  |  |  |  |  |  |
|  | Change: |  |  |  |  |  |  |  |  |  |  |
| Special Education | 2021: | 1.4 | (71) | 0.0 | (23) | $\begin{aligned} & 0.0 \\ & 0.0 \\ & 0.0 \end{aligned}$ | $\begin{array}{r} \hline(68) \\ (103) \end{array}$ | $\begin{aligned} & \hline 0.0 \\ & 0.0 \\ & 0.0 \\ & \hline \end{aligned}$ | (24) <br> (36) | $\begin{array}{r} 4.5 \\ 0.0 \\ -4.5 \end{array}$ | $\begin{aligned} & \text { (22) } \\ & \text { (34) } \end{aligned}$ |
|  | 2022: | 1.0 | (102) |  |  |  |  |  |  |  |  |
|  | Change: | -0.4 |  |  |  |  |  |  |  |  |  |

[^5]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
139 - PAUL L. DUNBAR LEARNING CENTER [Feeds to: DADE > MADISON]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 5.8 | (52) |  | 7.5 | (53) |  |  |
|  | 2022: | 13.8 | (58) |  | 13.3 | (60) |  |  |
|  | Change: | 8.0 |  |  | 5.8 |  |  |  |
| African American | 2021: | 6.1 | (33) |  | 8.8 | (34) |  |  |
|  | 2022: | 9.1 | (33) |  | 11.8 | (34) |  |  |
|  | Change: | 3.0 |  |  | 3.0 |  |  |  |
| Hispanic | 2021: | 6.7 | (15) |  | 6.7 | (15) |  |  |
|  | 2022: | 14.3 | (21) |  | 9.1 | (22) |  |  |
|  | Change: | 7.6 |  |  | 2.4 |  |  |  |
| Economically | 2021: | 6.1 | (49) |  | 8.0 | (50) |  |  |
| Disadvantaged | 2022: | 14.0 | (57) |  | 13.6 | (59) |  |  |
|  | Change: | 7.9 |  |  | 5.6 |  |  |  |
| English Learner | 2021: | 8.3 | (12) |  | 8.3 | (12) |  |  |
|  | 2022: | 15.8 | (19) |  | 10.5 | (19) |  |  |
|  | Change: | 7.5 |  |  | 2.2 |  |  |  |
| Special Education | 2021: | * | (5) |  | * | (5) |  |  |
|  | 2022: | 27.3 | (11) |  | 25.0 | (12) |  |  |
|  | Change: | * |  |  | * |  |  |  |



[^6]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location Percentage Mastering Grade Level
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

139 - PAUL L. DUNBAR LEARNING CENTER [Feeds to: DADE > MADISON]

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 8.1 | (62) |  | 13.1 | (61) | 12.9 | (62) |  |
|  | 2022: | 21.4 | (56) |  | 5.4 | (56) | 20.7 | (58) |  |
|  | Change: | 13.3 |  |  | -7.7 |  | 7.8 |  |  |
| African American | 2021: | 5.6 | (36) |  | 11.4 | (35) | 13.9 | (36) |  |
|  | 2022: | 20.0 | (40) |  | 2.6 | (39) | 22.0 | (41) |  |
|  | Change: | 14.4 |  |  | -8.8 |  | 8.1 |  |  |
| Hispanic | 2021: | 13.6 | (22) |  | 13.6 | (22) | 13.6 | (22) |  |
|  | 2022: | 28.6 | (14) |  | 13.3 | (15) | 20.0 | (15) |  |
|  | Change: | 15.0 |  |  | -0.3 |  | 6.4 |  |  |
| White | 2021: | * | (1) |  | * | (1) |  | (1) |  |
|  | 2022: | * | (1) |  | * | (1) |  | (1) |  |
|  | Change: | * |  |  | * |  |  |  |  |
| Economically <br> Disadvantaged | 2021: | 8.2 | (61) |  | 13.3 | (60) | 13.1 | (61) |  |
|  | 2022: | 21.2 | (52) |  | 3.8 | (52) | 20.4 | (54) |  |
|  | Change: | 13.0 |  |  | -9.5 |  | 7.3 |  |  |
| English Learner | 2021: | 10.5 | (19) |  | 10.5 | (19) | 10.5 | (19) |  |
|  | 2022: | 18.2 | (11) |  | 16.7 | (12) | 16.7 | (12) |  |
|  | Change: | 7.7 |  |  | 6.2 |  | 6.2 |  |  |
| Special Education | 2021: | 0.0 | (8) |  | 12.5 | (8) | 0.0 | (8) |  |
|  | 2022: | 27.3 | (11) |  | 0.0 | (12) | 0.0 | (12) |  |
|  | Change: | 27.3 |  |  | -12.5 |  | 0.0 |  |  |



[^7]STAAR 3-8 Results by Student Group (all test types)
POPULATION:
STATISTIC: All Students Tested at Location

Percentage Mastering Grade Level
MASTERS GRADE LEVEL 6/22/22
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish
202 - ORAN M. ROBERTS ELEMENTARY SCHOOL [Feeds to: DADE > MADISON]

| Grade 3 |  | Reading |  | Writing | Mathematics |  | Science | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 9.9 | (71) |  | 2.8 | (72) |  |  |
|  | 2022: | 13.8 | (58) |  | 17.2 | (58) |  |  |
|  | Change: | 3.9 |  |  | 14.4 |  |  |  |
| African American | 2021: | 0.0 | (12) |  | 0.0 | (12) |  |  |
|  | 2022: | 0.0 | (8) |  | 0.0 | (8) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |
| Hispanic | 2021: | 10.7 | (56) |  | 3.5 | (57) |  |  |
|  | 2022: | 17.0 | (47) |  | 21.3 | (47) |  |  |
|  | Change: | 6.3 |  |  | 17.8 |  |  |  |
| Economically Disadvantaged | 2021: | 9.1 | (66) |  | 3.0 | (67) |  |  |
|  | 2022: | 13.0 | (54) |  | 16.7 | (54) |  |  |
|  | Change: | 3.9 |  |  | 13.7 |  |  |  |
| English Learner | 2021: | 11.6 | (43) |  | 0.0 | (43) |  |  |
|  | 2022: | 13.9 | (36) |  | 19.4 | (36) |  |  |
|  | Change: | 2.3 |  |  | 19.4 |  |  |  |
| Special Education | 2021: | 0.0 | (6) |  | 0.0 | (6) |  |  |
|  | 2022: | 0.0 | (9) |  | 0.0 | (9) |  |  |
|  | Change: | 0.0 |  |  | 0.0 |  |  |  |



[^8]POPULATION:
STATISTIC:
ADMINISTRATION: Spring 2022
LANGUAGE: Combined English and Spanish

MASTERS GRADE LEVEL 6/22/22

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

| Grade 5 |  | Reading |  | Writing | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 12.0 | (75) |  | 6.7 | (75) | 0.0 | (75) |  |
|  | 2022: | 15.8 | (76) |  | 6.6 | (76) | 0.0 | (76) |  |
|  | Change: | 3.8 |  |  | -0.1 |  | 0.0 |  |  |
| African American | 2021: | 0.0 | (12) |  | 0.0 | (12) | 0.0 | (12) |  |
|  | 2022: | 16.7 | (6) |  | 0.0 | (6) | 0.0 | (6) |  |
|  | Change: | 16.7 |  |  | 0.0 |  | 0.0 |  |  |
| Hispanic | 2021: | 14.8 | (61) |  | 8.2 | (61) | 0.0 | (61) |  |
|  | 2022: | 14.7 | (68) |  | 7.4 | (68) | 0.0 | (68) |  |
|  | Change: | -0.1 |  |  | -0.8 |  | 0.0 |  |  |
| White | 2021: |  | (1) |  | * | (1) |  | (1) |  |
|  | 2022: | * | (1) |  | * | (1) | * | (1) |  |
|  | Change: | * |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 12.3 | (73) |  | 6.8 | (73) | 0.0 | (73) |  |
|  | 2022: | 16.7 | (72) |  | 6.9 | (72) | 0.0 | (72) |  |
|  | Change: | 4.4 |  |  | 0.1 |  | 0.0 |  |  |
| English Learner | 2021: | 15.0 | (40) |  | 10.0 | (40) | 0.0 | (40) |  |
|  | 2022: | 4.3 | (46) |  | 6.5 | (46) | 0.0 | (46) |  |
|  | Change: | -10.7 |  |  | -3.5 |  | 0.0 |  |  |
| Special Education | 2021: | 0.0 | (10) |  | 0.0 | (10) | 0.0 | (10) |  |
|  | 2022: | 0.0 | (13) |  | 0.0 | (13) | 0.0 | (13) |  |
|  | Change: | 0.0 |  |  | 0.0 |  | 0.0 |  |  |


| All Grades |  | Reading |  | Writing |  | Mathematics |  | Science |  | Social Studies |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 2021: | 10.1 | (228) | 0.0 | (83) | 4.8 | (230) | 0.0 | (75) |  |
|  | 2022: | 16.7 | (198) |  |  | 9.1 | (198) | 0.0 | (76) |  |
|  | Change: | 6.6 |  |  |  | 4.3 |  | 0.0 |  |  |
| African American | 2021: | 0.0 | (34) | 0.0 | (9) | 0.0 | (34) | 0.0 | (12) |  |
|  | 2022: | 19.0 | (21) |  |  | 0.0 | (21) | 0.0 | (6) |  |
|  | Change: | 19.0 |  |  |  | 0.0 |  | 0.0 |  |  |
| Hispanic | 2021: | 11.9 | (185) | 0.0 | (70) | 5.9 | (187) | 0.0 | (61) |  |
|  | 2022: | 14.9 | (168) |  |  | 10.1 | (168) | 0.0 | (68) |  |
|  | Change: | 3.0 |  |  |  | 4.2 |  | 0.0 |  |  |
| White | 2021: | * | (3) | * | (1) | * | (3) | * | (1) |  |
|  | 2022: | * |  |  |  | * | (2) | * | (1) |  |
|  | Change: | * |  |  |  | * |  | * |  |  |
| Economically Disadvantaged | 2021: | 10.0 | (219) | 0.0 | (81) | 5.0 | (221) | 0.0 | (73) |  |
|  | 2022: | 15.9 | (182) |  |  | 9.3 | (182) | 0.0 | (72) |  |
|  | Change: | 5.9 |  |  |  | 4.3 |  | 0.0 |  |  |
| English Learner | 2021: | 11.5 | (131) | 0.0 | (49) | 5.3 | (132) | 0.0 | (40) |  |
|  | 2022: |  | (120) |  |  | 9.2 | (120) | 0.0 | (46) |  |
|  | Change: | -3.2 |  |  |  | 3.9 |  | 0.0 |  |  |
| Special Education | 2021: | 0.0 | (29) | 0.0 | (14) | 0.0 | (29) | 0.0 | (10) |  |
|  | 2022: | 0.0 | (27) |  |  | 0.0 | (27) | 0.0 | (13) |  |
|  | Change: | 0.0 |  |  |  | 0.0 |  | 0.0 |  |  |

[^9]
[^0]:    
     differ from previous versions due to updates in data files, such as score changes or ID corrections.

[^1]:    
     differ from previous versions due to updates in data files, such as score changes or ID corrections.

[^2]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. $\dagger$ Includes results from Grade 7 Honors 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.

[^3]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. † Includes results from Grade 7 Honors 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.

[^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.

[^5]:    $(\mathrm{N})=$ students tested. *Statistics not reported for groups smaller than six. $\dagger$ Includes results from Grade 7 Honors 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.

[^6]:    $(\mathrm{N})=$ 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.

[^7]:    $(\mathrm{N})=$ 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.

[^8]:    $(\mathrm{N})=$ 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.

[^9]:    $(\mathrm{N})=$ 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.

