



School Number 142

**J.N. ERVIN
ELEMENTARY SCHOOL**

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2020-21 DATA PACKET INFORMATION

This is a special edition of the annual Campus Data Packet. Many statistics were affected by the COVID-19 emergency closure that began after March 13, 2020. Most assessment statistics could not be computed, with some exceptions noted below. Enrollment and teacher statistics were computed as expected, but student attendance statistics use data only through March 13, 2020. Additional notes about changes for the 2019-20 school year are noted below.

2019-20 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the sixth six-weeks grading period.
- “New” students were new to the district in 2019-20. They are counted as new if not enrolled in a district campus before the last day of the 2018-19 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2018-19 and 2019-20.

ATTENDANCE Through March 13, 2020

- Statistics are based on student attendance through the end of the school year. Due to the COVID-19 emergency closure, attendance statistics for 2019-20 are computed as if the end of the school year was March 13, 2020.
- “Average daily membership” is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

TELPAS Administered On Or Before March 13, 2020

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student is rated as Advanced High on the TELPAS in 2020, the TEA does not differentiate between the Advanced and Advanced High levels from 2019.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP) Administered December 2019 Or Earlier

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades 1-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

STUDENT ENROLLMENT

Grade	Enrollment
PK	108
KN	90
1	92
2	83
3	84
4	81
5	88
ALL	626

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	445	71.1	25	64.1
American Indian/Alaska Native	3	0.5	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	151	24.1	8	20.5
White	7	1.1	4	10.3
Multiple	19	3.0	1	2.6
Other* (teachers only)	—	—	1	2.6
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	176	28.1
Economically disadvantaged	606	96.8
Limited English proficient (LEP)	123	19.6
Special education	54	8.6
Talented and Gifted (TAG)	66	10.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	87	62	71.3	0	0.0	0	0.0	21	24.1	2	2.3	2	2.3
	2019	105	69	65.7	0	0.0	1	1.0	18	17.1	7	6.7	10	9.5
	2020	108	81	75.0	0	0.0	0	0.0	23	21.3	1	0.9	3	2.8
KN	2018	78	68	87.2	0	0.0	1	1.3	7	9.0	0	0.0	2	2.6
	2019	90	62	68.9	0	0.0	0	0.0	23	25.6	4	4.4	1	1.1
	2020	90	63	70.0	0	0.0	0	0.0	15	16.7	1	1.1	11	12.2
1	2018	87	65	74.7	0	0.0	0	0.0	20	23.0	2	2.3	0	0.0
	2019	77	64	83.1	1	1.3	2	2.6	9	11.7	0	0.0	1	1.3
	2020	92	56	60.9	0	0.0	0	0.0	32	34.8	2	2.2	2	2.2
2	2018	73	60	82.2	1	1.4	0	0.0	11	15.1	1	1.4	0	0.0
	2019	89	69	77.5	0	0.0	0	0.0	19	21.3	1	1.1	0	0.0
	2020	83	65	78.3	1	1.2	1	1.2	14	16.9	0	0.0	2	2.4
3	2018	88	64	72.7	0	0.0	0	0.0	22	25.0	1	1.1	1	1.1
	2019	79	63	79.7	2	2.5	0	0.0	12	15.2	2	2.5	0	0.0
	2020	84	60	71.4	0	0.0	0	0.0	22	26.2	1	1.2	1	1.2
4	2018	95	77	81.1	1	1.1	0	0.0	17	17.9	0	0.0	0	0.0
	2019	85	61	71.8	0	0.0	0	0.0	21	24.7	3	3.5	0	0.0
	2020	81	59	72.8	2	2.5	0	0.0	18	22.2	2	2.5	0	0.0
5	2018	109	91	83.5	0	0.0	0	0.0	17	15.6	1	0.9	0	0.0
	2019	98	84	85.7	1	1.0	0	0.0	12	12.2	1	1.0	0	0.0
	2020	88	61	69.3	0	0.0	0	0.0	27	30.7	0	0.0	0	0.0
PK-5	2018	617	487	78.9	2	0.3	1	0.2	115	18.6	7	1.1	5	0.8
	2019	623	472	75.8	4	0.6	3	0.5	114	18.3	18	2.9	12	1.9
	2020	626	445	71.1	3	0.5	1	0.2	151	24.1	7	1.1	19	3.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
PK	2018	87	81	93.1	17	19.5	3	3.4	19	21.8	0	0.0	79	90.8	50.6	49.4	6.9
	2019	105	103	98.1	15	14.3	8	7.6	6	5.7	0	0.0	80	76.2	46.7	53.3	21.0
	2020	108	108	100.0	18	16.7	6	5.6	20	18.5	0	0.0	73	67.6	40.7	59.3	33.3
KN	2018	78	77	98.7	8	10.3	6	7.7	14	17.9	8	10.3	33	42.3	56.4	43.6	0.0
	2019	90	90	100.0	20	22.2	5	5.6	14	15.6	7	7.8	36	40.0	55.6	44.4	0.0
	2020	90	86	95.6	13	14.4	4	4.4	13	14.4	3	3.3	28	31.1	47.8	52.2	1.1
1	2018	87	83	95.4	14	16.1	6	6.9	16	18.4	11	12.6	14	16.1	47.1	52.9	0.0
	2019	77	75	97.4	7	9.1	4	5.2	8	10.4	8	10.4	17	22.1	55.8	44.2	2.6
	2020	92	90	97.8	28	30.4	4	4.3	26	28.3	11	12.0	18	19.6	50.0	50.0	0.0
2	2018	73	68	93.2	8	11.0	6	8.2	16	21.9	9	12.3	10	13.7	47.9	52.1	2.7
	2019	89	86	96.6	16	18.0	10	11.2	18	20.2	11	12.4	15	16.9	46.1	53.9	1.1
	2020	83	81	97.6	8	9.6	7	8.4	11	13.3	10	12.0	15	18.1	50.6	49.4	0.0
3	2018	88	86	97.7	10	11.4	13	14.8	16	18.2	10	11.4	15	17.0	48.9	51.1	2.3
	2019	79	77	97.5	10	12.7	10	12.7	15	19.0	12	15.2	12	15.2	44.3	55.7	1.3
	2020	84	80	95.2	19	22.6	9	10.7	20	23.8	13	15.5	14	16.7	46.4	53.6	0.0
4	2018	95	95	100.0	11	11.6	6	6.3	55	57.9	13	13.7	11	11.6	46.3	53.7	1.1
	2019	85	85	100.0	15	17.6	18	21.2	56	65.9	11	12.9	13	15.3	52.9	47.1	1.2
	2020	81	80	98.8	17	21.0	7	8.6	53	65.4	16	19.8	13	16.0	50.6	49.4	0.0
5	2018	109	106	97.2	12	11.0	13	11.9	84	77.1	11	10.1	15	13.8	42.2	57.8	0.0
	2019	98	96	98.0	11	11.2	9	9.2	63	64.3	14	14.3	11	11.2	49.0	51.0	1.0
	2020	88	81	92.0	20	22.7	17	19.3	33	37.5	13	14.8	13	14.8	62.5	37.5	1.1
PK-5	2018	617	596	96.6	80	13.0	53	8.6	220	35.7	62	10.0	177	28.7	48.1	51.9	1.8
	2019	623	612	98.2	94	15.1	64	10.3	180	28.9	63	10.1	184	29.5	49.9	50.1	4.5
	2020	626	606	96.8	123	19.6	54	8.6	176	28.1	66	10.5	174	27.8	49.5	50.5	6.1

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
KN	2018	73	11,061	70	95.4	10,520	95.1	49	66.8	17.8	56	9,830	76.3	88.9
	2019	88	10,918	84	95.1	10,370	95.0	16	18.2	5.7	74	9,637	84.1	88.3
	2020	89	10,874	87	97.2	10,319	94.9	12	13.5	3.8	78	9,815	87.6	90.3
1	2018	85	11,550	81	95.6	11,055	95.7	42	49.6	16.6	66	10,347	77.9	89.6
	2019	71	11,198	68	94.9	10,715	95.7	11	15.4	5.0	59	10,069	82.5	89.9
	2020	96	11,192	91	95.6	10,678	95.4	10	10.5	3.9	80	10,139	83.6	90.6
2	2018	77	11,864	74	95.4	11,398	96.1	36	46.7	15.9	64	10,717	83.1	90.3
	2019	85	11,232	82	96.6	10,781	96.0	20	23.5	4.8	69	10,169	81.1	90.5
	2020	84	11,070	81	96.7	10,616	95.9	10	11.9	3.2	71	10,175	84.4	91.9
3	2018	84	12,536	80	95.5	12,080	96.4	50	59.3	14.4	67	11,431	79.5	91.2
	2019	71	11,452	67	93.9	11,029	96.3	6	8.4	4.6	58	10,478	81.2	91.5
	2020	86	11,093	83	96.4	10,664	96.1	15	17.4	3.5	72	10,181	83.7	91.8
4	2018	95	12,675	92	96.6	12,235	96.5	34	35.7	14.1	84	11,637	88.2	91.8
	2019	84	12,118	80	95.6	11,690	96.5	13	15.5	4.9	69	11,112	82.4	91.7
	2020	83	11,323	79	96.0	10,902	96.3	9	10.9	3.4	72	10,479	87.0	92.5
5	2018	105	12,498	101	96.1	12,078	96.6	20	19.1	6.1	92	11,513	88.0	92.1
	2019	93	12,193	90	96.4	11,779	96.6	10	10.7	4.5	82	11,300	87.9	92.7
	2020	89	11,957	85	95.6	11,518	96.3	7	7.9	3.2	71	11,098	80.0	92.8
KN-5	2018	519	72,186	498	95.8	69,366	96.1	231	44.5	14.0	429	65,475	82.6	90.7
	2019	493	69,110	471	95.5	66,364	96.0	76	15.4	4.9	411	62,765	83.4	90.8
	2020	526	67,509	507	96.2	64,698	95.8	63	12.0	3.5	444	61,887	84.4	91.7

Teachers: 39

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	25	64.1
Hispanic	8	20.5
White	4	10.3
Multiple	1	2.6
Other	1	2.6

Gender	Number	Percentage
Female	32	82.1
Male	7	17.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.8	4.8
2018-19	8.6	68.3
2019-20	7.7	89.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	2.6
2	2	5.1
3	0	0.0
4	0	0.0
5	1	2.6
1-3	3	7.7
More than 3	36	92.3
1 - 5	4	10.3
6 - 10	8	20.5
11 - 20	17	43.6
More than 20	10	25.6

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (13)	Beginning	1	7.7	3	23.1	13	100.0	11	84.6	3	23.1
	Intermediate	4	30.8	7	53.8	0	0.0	2	15.4	10	76.9
	Advanced	5	38.5	1	7.7	0	0.0	0	0.0	0	0.0
	Advanced High	3	23.1	2	15.4	0	0.0	0	0.0	0	0.0
1 (28)	Beginning	7	25.0	9	32.1	18	64.3	11	39.3	9	32.1
	Intermediate	6	21.4	9	32.1	6	21.4	12	42.9	12	42.9
	Advanced	9	32.1	6	21.4	3	10.7	3	10.7	4	14.3
	Advanced High	6	21.4	4	14.3	1	3.6	2	7.1	3	10.7
2 (8)	Beginning	1	12.5	1	12.5	0	0.0	1	12.5	0	0.0
	Intermediate	2	25.0	6	75.0	0	0.0	5	62.5	0	0.0
	Advanced	2	25.0	1	12.5	0	0.0	1	12.5	0	0.0
	Advanced High	3	37.5	0	0.0	0	0.0	1	12.5	0	0.0
3 (19)	Beginning	0	0.0	0	0.0	0	0.0	2	10.5	0	0.0
	Intermediate	1	5.3	16	84.2	0	0.0	3	15.8	0	0.0
	Advanced	7	36.8	3	15.8	0	0.0	7	36.8	0	0.0
	Advanced High	11	57.9	0	0.0	0	0.0	7	36.8	0	0.0
4 (17)	Beginning	3	17.6	1	5.9	0	0.0	6	35.3	0	0.0
	Intermediate	7	41.2	8	47.1	0	0.0	5	29.4	0	0.0
	Advanced	2	11.8	8	47.1	0	0.0	1	5.9	0	0.0
	Advanced High	5	29.4	0	0.0	0	0.0	5	29.4	0	0.0


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
23 8 (34.8%)	Beginning	6			
	Intermediate	3	8		
	Advanced	0	2	1	
	Advanced High	1	2	0	
7 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
19 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
15 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (20)	Beginning	2	10.0	0	0.0	0	0.0	1	5.0	0	0.0
	Intermediate	3	15.0	10	50.0	0	0.0	7	35.0	0	0.0
	Advanced	5	25.0	9	45.0	0	0.0	4	20.0	0	0.0
	Advanced High	10	50.0	1	5.0	0	0.0	8	40.0	0	0.0
ALL (105)	Beginning	14	13.3	14	13.3	31	75.6	32	30.5	12	29.3
	Intermediate	23	21.9	56	53.3	6	14.6	34	32.4	22	53.7
	Advanced	30	28.6	28	26.7	3	7.3	16	15.2	4	9.8
	Advanced High	38	36.2	7	6.7	1	2.4	23	21.9	3	7.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
19 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
83 8 (9.6%)	Beginning	6			
	Intermediate	3	8		
	Advanced	0	2	1	
	Advanced High	1	2	0	

 Indicates students who progressed at least one level from 2019 to 2020.

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

Elementary School Exams

GRADE 1 MATHEMATICS

89	58.9	68.4			49.4		78.9	
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GRADE 1 READING

66	63.0	77.8			78.8		91.2	
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GRADE 1 READING SPANISH

19	87.9	91.9			94.7		89.5	
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GRADE 2 MATHEMATICS

69	51.6	66.2	77.0		42.0	91.3	76.5	92.3
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GRADE 2 READING

66	54.8	69.8	81.8		56.1	97.0	72.1	91.3
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GRADE 2 READING SPANISH

3	*	*	*		*	*	75.1	*
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GRADE 3 MATHEMATICS

79	49.4	66.2	76.4		43.0	69.6	70.6	90.8
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GRADE 3 READING

65	45.7	67.4	74.4		44.6	64.6	62.6	88.7
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GRADE 3 READING SPANISH

14	52.9	71.7	83.8		71.4	100.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

64	59.5	71.0	77.0		59.4	79.7	68.3	91.7
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GRADE 1 MATHEMATICS

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GRADE 1 READING

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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

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GRADE 2 READING

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GRADE 2 READING SPANISH

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GRADE 3 MATHEMATICS

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GRADE 3 READING

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GRADE 3 READING SPANISH

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GRADE 4 LANGUAGE ARTS

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SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 4 LANGUAGE ARTS SPANISH

16	70.2	75.2	90.1		81.3	100.0	68.5	91.9
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GRADE 4 MATHEMATICS

77	61.5	71.8	78.2		54.5	88.3	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

2	*	*	*		*	*	50.4	*
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GRADE 4 READING

64	48.6	72.0	76.8		57.8	85.9	68.8	92.4
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GRADE 4 READING SPANISH

16	75.9	84.0	90.1		87.5	100.0	80.7	91.8
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GRADE 5 MATHEMATICS

87	64.6	74.1	80.5		60.9	90.8	78.3	91.9
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GRADE 5 READING

70	45.2	72.6	77.3		64.3	98.6	79.5	94.1
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GRADE 5 READING SPANISH

18	69.4	77.6	80.7		77.8	83.3	79.8	94.9
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GRADE 5 SCIENCE

69	66.8	70.7	80.2		58.0	91.3	76.5	95.9
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GRADE 5 SCIENCE SPANISH

18	64.4	71.9	80.4		50.0	88.9	73.2	94.7
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SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 4 LANGUAGE ARTS SPANISH

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GRADE 4 MATHEMATICS

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GRADE 4 MATHEMATICS SPANISH

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GRADE 4 READING

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GRADE 4 READING SPANISH

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GRADE 5 MATHEMATICS

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GRADE 5 READING

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GRADE 5 READING SPANISH

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GRADE 5 SCIENCE

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GRADE 5 SCIENCE SPANISH

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