



School Number 193

JOHN J. PERSHING 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	44
KN	75
1	57
2	75
3	65
4	60
5	81
ALL	457

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	59	12.9	7	24.1
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	8	1.8	*	*
Hispanic	373	81.6	13	44.8
White	10	2.2	7	24.1
Multiple	6	1.3	1	3.4
Other* (teachers only)	—	—	1	3.4
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	309	67.6
Economically disadvantaged	397	86.9
Limited English proficient (LEP)	304	66.5
Special education	67	14.7
Talented and Gifted (TAG)	80	17.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	45	7	15.6	0	0.0	0	0.0	36	80.0	1	2.2	1	2.2
	2019	56	7	12.5	2	3.6	1	1.8	43	76.8	2	3.6	1	1.8
	2020	44	8	18.2	0	0.0	1	2.3	34	77.3	0	0.0	1	2.3
KN	2018	73	12	16.4	0	0.0	2	2.7	59	80.8	0	0.0	0	0.0
	2019	57	13	22.8	0	0.0	0	0.0	43	75.4	1	1.8	0	0.0
	2020	75	6	8.0	1	1.3	2	2.7	60	80.0	3	4.0	3	4.0
1	2018	69	8	11.6	0	0.0	0	0.0	57	82.6	3	4.3	1	1.4
	2019	70	8	11.4	0	0.0	2	2.9	59	84.3	0	0.0	1	1.4
	2020	57	9	15.8	0	0.0	0	0.0	46	80.7	2	3.5	0	0.0
2	2018	73	5	6.8	0	0.0	2	2.7	63	86.3	3	4.1	0	0.0
	2019	66	9	13.6	0	0.0	0	0.0	54	81.8	2	3.0	1	1.5
	2020	75	7	9.3	0	0.0	3	4.0	63	84.0	1	1.3	1	1.3
3	2018	95	16	16.8	0	0.0	0	0.0	78	82.1	1	1.1	0	0.0
	2019	67	10	14.9	0	0.0	2	3.0	53	79.1	2	3.0	0	0.0
	2020	65	7	10.8	0	0.0	0	0.0	55	84.6	2	3.1	1	1.5
4	2018	80	13	16.3	0	0.0	1	1.3	60	75.0	5	6.3	1	1.3
	2019	81	13	16.0	0	0.0	0	0.0	67	82.7	0	0.0	1	1.2
	2020	60	8	13.3	0	0.0	2	3.3	48	80.0	2	3.3	0	0.0
5	2018	82	15	18.3	0	0.0	2	2.4	63	76.8	1	1.2	1	1.2
	2019	76	13	17.1	0	0.0	3	3.9	56	73.7	3	3.9	1	1.3
	2020	81	14	17.3	0	0.0	0	0.0	67	82.7	0	0.0	0	0.0
PK-5	2018	517	76	14.7	0	0.0	7	1.4	416	80.5	14	2.7	4	0.8
	2019	473	73	15.4	2	0.4	8	1.7	375	79.3	10	2.1	5	1.1
	2020	457	59	12.9	1	0.2	8	1.8	373	81.6	10	2.2	6	1.3

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	45	45	100.0	27	60.0	4	8.9	28	62.2	0	0.0	41	91.1	53.3	46.7	8.9
	2019	56	55	98.2	37	66.1	9	16.1	4	7.1	0	0.0	49	87.5	53.6	46.4	8.9
	2020	44	44	100.0	25	56.8	6	13.6	23	52.3	0	0.0	38	86.4	65.9	34.1	11.4
KN	2018	73	67	91.8	51	69.9	11	15.1	51	69.9	5	6.8	29	39.7	46.6	53.4	1.4
	2019	57	53	93.0	37	64.9	5	8.8	23	40.4	3	5.3	22	38.6	56.1	43.9	0.0
	2020	75	57	76.0	46	61.3	9	12.0	43	57.3	5	6.7	29	38.7	46.7	53.3	0.0
1	2018	69	61	88.4	41	59.4	11	15.9	41	59.4	7	10.1	7	10.1	55.1	44.9	4.3
	2019	70	64	91.4	46	65.7	13	18.6	42	60.0	14	20.0	8	11.4	52.9	47.1	0.0
	2020	57	51	89.5	40	70.2	5	8.8	38	66.7	7	12.3	10	17.5	54.4	45.6	3.5
2	2018	73	69	94.5	44	60.3	6	8.2	45	61.6	14	19.2	8	11.0	38.4	61.6	1.4
	2019	66	60	90.9	42	63.6	15	22.7	37	56.1	8	12.1	13	19.7	63.6	36.4	1.5
	2020	75	68	90.7	55	73.3	13	17.3	55	73.3	22	29.3	11	14.7	58.7	41.3	2.7
3	2018	95	91	95.8	58	61.1	10	10.5	61	64.2	10	10.5	11	11.6	49.5	50.5	2.1
	2019	67	62	92.5	44	65.7	2	3.0	38	56.7	13	19.4	15	22.4	43.3	56.7	0.0
	2020	65	55	84.6	46	70.8	16	24.6	45	69.2	11	16.9	11	16.9	69.2	30.8	0.0
4	2018	80	74	92.5	44	55.0	10	12.5	53	66.3	15	18.8	13	16.3	41.3	58.8	0.0
	2019	81	74	91.4	51	63.0	12	14.8	60	74.1	12	14.8	10	12.3	54.3	45.7	2.5
	2020	60	56	93.3	40	66.7	5	8.3	46	76.7	17	28.3	4	6.7	43.3	56.7	0.0
5	2018	82	74	90.2	47	57.3	15	18.3	66	80.5	10	12.2	9	11.0	54.9	45.1	1.2
	2019	76	71	93.4	40	52.6	9	11.8	50	65.8	18	23.7	11	14.5	38.2	61.8	1.3
	2020	81	66	81.5	52	64.2	13	16.0	59	72.8	18	22.2	7	8.6	56.8	43.2	1.2
PK-5	2018	517	481	93.0	312	60.3	67	13.0	345	66.7	61	11.8	118	22.8	48.2	51.8	2.3
	2019	473	439	92.8	297	62.8	65	13.7	254	53.7	68	14.4	128	27.1	51.4	48.6	1.9
	2020	457	397	86.9	304	66.5	67	14.7	309	67.6	80	17.5	110	24.1	56.0	44.0	2.2

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	74	11,061	71	96.2	10,520	95.1	11	14.8	17.8	68	9,830	91.6	88.9
	2019	58	10,918	55	95.6	10,370	95.0	3	5.2	5.7	48	9,637	83.2	88.3
	2020	67	10,874	64	95.1	10,319	94.9	3	4.5	3.8	62	9,815	92.6	90.3
1	2018	69	11,550	66	96.4	11,055	95.7	12	17.5	16.6	61	10,347	89.0	89.6
	2019	67	11,198	65	96.8	10,715	95.7	3	4.5	5.0	61	10,069	91.2	89.9
	2020	59	11,192	56	95.7	10,678	95.4	2	3.4	3.9	54	10,139	91.8	90.6
2	2018	72	11,864	69	96.6	11,398	96.1	9	12.5	15.9	64	10,717	89.2	90.3
	2019	64	11,232	61	96.3	10,781	96.0	0	0.0	4.8	56	10,169	87.9	90.5
	2020	75	11,070	72	96.6	10,616	95.9	4	5.3	3.2	67	10,175	89.4	91.9
3	2018	89	12,536	86	96.9	12,080	96.4	14	15.7	14.4	84	11,431	94.3	91.2
	2019	65	11,452	63	96.7	11,029	96.3	4	6.2	4.6	59	10,478	91.2	91.5
	2020	65	11,093	63	96.4	10,664	96.1	2	3.1	3.5	62	10,181	95.4	91.8
4	2018	78	12,675	75	96.2	12,235	96.5	15	19.3	14.1	71	11,637	91.2	91.8
	2019	84	12,118	81	96.8	11,690	96.5	3	3.6	4.9	76	11,112	90.9	91.7
	2020	60	11,323	58	96.9	10,902	96.3	4	6.7	3.4	57	10,479	95.3	92.5
5	2018	85	12,498	82	97.3	12,078	96.6	2	2.4	6.1	79	11,513	93.2	92.1
	2019	75	12,193	72	96.7	11,779	96.6	3	4.0	4.5	67	11,300	89.9	92.7
	2020	82	11,957	79	96.7	11,518	96.3	3	3.7	3.2	75	11,098	91.8	92.8
KN-5	2018	466	72,186	450	96.6	69,366	96.1	63	13.5	14.0	427	65,475	91.6	90.7
	2019	411	69,110	397	96.5	66,364	96.0	16	3.9	4.9	367	62,765	89.3	90.8
	2020	407	67,509	392	96.3	64,698	95.8	18	4.4	3.5	377	61,887	92.6	91.7

Teachers: 29

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	7	24.1
Hispanic	13	44.8
White	7	24.1
Multiple	1	3.4
Other	1	3.4

Gender	Number	Percentage
Female	20	69.0
Male	9	31.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	5.2	81.6
2018-19	6.5	55.6
2019-20	5.0	70.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.4
1	2	6.9
2	3	10.3
3	1	3.4
4	2	6.9
5	0	0.0
1-3	6	20.7
More than 3	22	75.9
1 - 5	8	27.6
6 - 10	4	13.8
11 - 20	13	44.8
More than 20	3	10.3

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (44)	Beginning	32	72.7	33	75.0	41	93.2	37	84.1	33	75.0
	Intermediate	10	22.7	9	20.5	1	2.3	5	11.4	9	20.5
	Advanced	1	2.3	1	2.3	1	2.3	1	2.3	1	2.3
	Advanced High	1	2.3	1	2.3	1	2.3	1	2.3	1	2.3
1 (40)	Beginning	12	30.0	19	47.5	35	87.5	26	65.0	18	45.0
	Intermediate	10	25.0	11	27.5	3	7.5	13	32.5	19	47.5
	Advanced	16	40.0	9	22.5	2	5.0	1	2.5	3	7.5
	Advanced High	2	5.0	1	2.5	0	0.0	0	0.0	0	0.0
2 (53)	Beginning	10	18.9	12	22.6	14	26.4	15	28.3	8	15.1
	Intermediate	16	30.2	28	52.8	18	34.0	18	34.0	22	41.5
	Advanced	17	32.1	9	17.0	6	11.3	16	30.2	19	35.8
	Advanced High	10	18.9	4	7.5	15	28.3	4	7.5	4	7.5
3 (46)	Beginning	3	6.5	7	15.2	4	16.0	13	28.3	2	8.0
	Intermediate	13	28.3	25	54.3	13	52.0	12	26.1	8	32.0
	Advanced	13	28.3	6	13.0	6	24.0	8	17.4	12	48.0
	Advanced High	17	37.0	8	17.4	2	8.0	13	28.3	3	12.0
4 (40)	Beginning	5	12.5	6	15.0	4	10.3	3	7.5	3	7.7
	Intermediate	12	30.0	16	40.0	5	12.8	11	27.5	10	25.6
	Advanced	13	32.5	18	45.0	19	48.7	8	20.0	16	41.0
	Advanced High	10	25.0	0	0.0	11	28.2	18	45.0	10	25.6

PROGRESSION FROM 2019 TO 2020


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
34 18 (52.9%)	Beginning	13			
	Intermediate	16	3		
	Advanced	1	1	0	
	Advanced High	0	0	0	
45 32 (71.1%)	Beginning	3			
	Intermediate	12	8		
	Advanced	3	13	2	
	Advanced High	0	1	3	
40 8 (20.0%)	Beginning	1			
	Intermediate	0	8		
	Advanced	0	5	7	
	Advanced High	0	1	2	
38 15 (39.5%)	Beginning	1			
	Intermediate	2	8		
	Advanced	0	3	13	
	Advanced High	0	0	10	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (53)	Beginning	11	20.8	12	22.6	0	0.0	7	13.2	0	0.0
	Intermediate	17	32.1	27	50.9	0	0.0	15	28.3	0	0.0
	Advanced	16	30.2	13	24.5	0	0.0	13	24.5	0	0.0
	Advanced High	9	17.0	1	1.9	0	0.0	18	34.0	0	0.0
ALL (276)	Beginning	73	26.4	89	32.2	98	48.8	101	36.6	64	31.8
	Intermediate	78	28.3	116	42.0	40	19.9	74	26.8	68	33.8
	Advanced	76	27.5	56	20.3	34	16.9	47	17.0	51	25.4
	Advanced High	49	17.8	15	5.4	29	14.4	54	19.6	18	9.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
50 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
207 73 (35.3%)	Beginning	18			
	Intermediate	30	27		
	Advanced	4	22	22	
	Advanced High	0	2	15	

 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

53	73.2	79.4			84.9		78.9	
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GRADE 1 READING

21	77.6	86.6			90.5		91.2	
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GRADE 1 READING SPANISH

33	86.4	90.9			100.0		89.5	
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GRADE 2 MATHEMATICS

61	79.1	85.4	86.1		90.2	100.0	76.5	92.3
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GRADE 2 READING

21	69.5	79.7	88.9		76.2	95.2	72.1	91.3
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GRADE 2 READING SPANISH

40	80.6	85.5	85.3		85.0	100.0	75.1	92.0
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GRADE 3 MATHEMATICS

54	67.2	78.1	82.9		81.5	88.9	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

1	*	*	*		*	*	57.0	*
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GRADE 3 READING

21	49.5	69.7	78.1		61.9	71.4	62.6	88.7
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GRADE 3 READING SPANISH

34	62.4	77.4	81.7		85.3	100.0	57.7	88.7
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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 MATHEMATICS SPANISH

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GRADE 3 READING

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GRADE 3 READING SPANISH

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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

27	64.5	74.6	79.0		70.4	96.3	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

32	73.5	77.9	78.9		71.9	81.3	68.5	91.9
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GRADE 4 MATHEMATICS

55	69.3	77.6	81.9		70.9	89.1	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

4	*	*	*		*	*	50.4	*
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GRADE 4 READING

27	57.2	76.7	81.1		77.8	100.0	68.8	92.4
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GRADE 4 READING SPANISH

32	75.2	83.4	78.9		90.6	81.3	80.7	91.8
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GRADE 5 MATHEMATICS

78	73.7	80.8	80.2		80.8	87.2	78.3	91.9
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GRADE 5 READING

33	53.9	76.9	84.6		75.8	90.9	79.5	94.1
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GRADE 5 READING SPANISH

45	68.3	76.8	76.1		71.1	82.2	79.8	94.9
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GRADE 5 SCIENCE

49	77.1	79.8	85.9		77.6	98.0	76.5	95.9
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GRADE 5 SCIENCE SPANISH

29	66.3	73.4	85.1		58.6	96.6	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

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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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