



School Number 200

# JOSEPH J. RHOADS LEARNING CENTER

- 2. Contents ..... Table of Contents
- 3. Notes ..... Notes and Data Descriptions

**STUDENTS AND STAFF**

- 5. Summary ..... Summary of Student and Teacher Statistics
- 6. Enroll (1) ..... Enrollment Statistics by Ethnicity
- 7. Enroll (2) ..... Enrollment Statistics by Select Student Group
- 8. Attendance ..... Student Attendance Statistics
- 9. Teachers ..... Teacher Statistics

**ENGLISH PROFICIENCY**

- 10. TELPAS ..... Texas English Language Proficiency Assessment

**LOCAL ASSESSMENT**

- 12. ACP ..... Dallas ISD Assessments of Course Performance

## **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	48
KN	92
1	81
2	102
3	89
4	93
5	107
ALL	612

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	345	56.4	21	56.8
American Indian/Alaska Native	2	0.3	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	256	41.8	11	29.7
White	1	0.2	3	8.1
Multiple	7	1.1	1	2.7
Other* (teachers only)	—	—	1	2.7
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	285	46.6
Economically disadvantaged	608	99.3
Limited English proficient (LEP)	229	37.4
Special education	46	7.5
Talented and Gifted (TAG)	74	12.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	67	40	59.7	0	0.0	0	0.0	26	38.8	0	0.0	1	1.5
	2019	68	35	51.5	0	0.0	0	0.0	31	45.6	0	0.0	2	2.9
	2020	48	23	47.9	0	0.0	1	2.1	22	45.8	0	0.0	2	4.2
KN	2018	102	71	69.6	0	0.0	0	0.0	29	28.4	2	2.0	0	0.0
	2019	91	57	62.6	0	0.0	0	0.0	33	36.3	0	0.0	1	1.1
	2020	92	48	52.2	1	1.1	0	0.0	39	42.4	1	1.1	3	3.3
1	2018	108	58	53.7	1	0.9	0	0.0	48	44.4	1	0.9	0	0.0
	2019	104	66	63.5	0	0.0	0	0.0	35	33.7	3	2.9	0	0.0
	2020	81	48	59.3	0	0.0	0	0.0	33	40.7	0	0.0	0	0.0
2	2018	104	64	61.5	0	0.0	0	0.0	38	36.5	2	1.9	0	0.0
	2019	95	48	50.5	0	0.0	0	0.0	46	48.4	1	1.1	0	0.0
	2020	102	66	64.7	0	0.0	0	0.0	35	34.3	0	0.0	1	1.0
3	2018	115	71	61.7	1	0.9	0	0.0	42	36.5	0	0.0	1	0.9
	2019	107	57	53.3	0	0.0	0	0.0	48	44.9	2	1.9	0	0.0
	2020	89	44	49.4	0	0.0	0	0.0	44	49.4	0	0.0	1	1.1
4	2018	79	47	59.5	0	0.0	0	0.0	31	39.2	0	0.0	1	1.3
	2019	106	62	58.5	1	0.9	0	0.0	42	39.6	0	0.0	1	0.9
	2020	93	57	61.3	0	0.0	0	0.0	36	38.7	0	0.0	0	0.0
5	2018	124	81	65.3	0	0.0	0	0.0	42	33.9	0	0.0	1	0.8
	2019	81	52	64.2	0	0.0	0	0.0	28	34.6	0	0.0	1	1.2
	2020	107	59	55.1	1	0.9	0	0.0	47	43.9	0	0.0	0	0.0
PK-5	2018	699	432	61.8	2	0.3	0	0.0	256	36.6	5	0.7	4	0.6
	2019	652	377	57.8	1	0.2	0	0.0	263	40.3	6	0.9	5	0.8
	2020	612	345	56.4	2	0.3	1	0.2	256	41.8	1	0.2	7	1.1

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	67	64	95.5	25	37.3	1	1.5	26	38.8	0	0.0	58	86.6	50.7	49.3	13.4
	2019	68	66	97.1	27	39.7	0	0.0	3	4.4	0	0.0	57	83.8	54.4	45.6	16.2
	2020	48	48	100.0	16	33.3	0	0.0	17	35.4	0	0.0	39	81.3	50.0	50.0	18.8
KN	2018	102	93	91.2	27	26.5	4	3.9	31	30.4	3	2.9	28	27.5	52.9	47.1	0.0
	2019	91	84	92.3	29	31.9	1	1.1	23	25.3	7	7.7	21	23.1	40.7	59.3	0.0
	2020	92	92	100.0	36	39.1	2	2.2	34	37.0	0	0.0	17	18.5	55.4	44.6	4.3
1	2018	108	100	92.6	42	38.9	9	8.3	45	41.7	10	9.3	12	11.1	40.7	59.3	0.0
	2019	104	101	97.1	35	33.7	5	4.8	32	30.8	6	5.8	14	13.5	55.8	44.2	1.0
	2020	81	80	98.8	30	37.0	2	2.5	29	35.8	15	18.5	12	14.8	42.0	58.0	1.2
2	2018	104	102	98.1	35	33.7	10	9.6	39	37.5	9	8.7	11	10.6	60.6	39.4	2.9
	2019	95	92	96.8	41	43.2	10	10.5	40	42.1	8	8.4	9	9.5	45.3	54.7	3.2
	2020	102	101	99.0	34	33.3	7	6.9	35	34.3	13	12.7	9	8.8	58.8	41.2	0.0
3	2018	115	109	94.8	35	30.4	9	7.8	38	33.0	25	21.7	7	6.1	49.6	50.4	0.9
	2019	107	103	96.3	44	41.1	11	10.3	39	36.4	11	10.3	21	19.6	55.1	44.9	0.0
	2020	89	88	98.9	39	43.8	10	11.2	41	46.1	12	13.5	9	10.1	44.9	55.1	2.2
4	2018	79	75	94.9	25	31.6	4	5.1	63	79.7	8	10.1	5	6.3	64.6	35.4	1.3
	2019	106	101	95.3	38	35.8	13	12.3	67	63.2	20	18.9	11	10.4	50.0	50.0	0.0
	2020	93	93	100.0	33	35.5	11	11.8	74	79.6	10	10.8	6	6.5	58.1	41.9	0.0
5	2018	124	122	98.4	37	29.8	14	11.3	107	86.3	16	12.9	10	8.1	56.5	43.5	0.0
	2019	81	79	97.5	24	29.6	7	8.6	65	80.2	6	7.4	8	9.9	60.5	39.5	0.0
	2020	107	106	99.1	41	38.3	14	13.1	55	51.4	24	22.4	12	11.2	46.7	53.3	1.9
PK-5	2018	699	665	95.1	226	32.3	51	7.3	349	49.9	71	10.2	131	18.7	53.4	46.6	2.0
	2019	652	626	96.0	238	36.5	47	7.2	269	41.3	58	8.9	141	21.6	51.5	48.5	2.3
	2020	612	608	99.3	229	37.4	46	7.5	285	46.6	74	12.1	104	17.0	51.1	48.9	2.9

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	101	11,061	95	94.2	10,520	95.1	28	27.9	17.8	81	9,830	80.6	88.9
	2019	87	10,918	82	94.3	10,370	95.0	4	4.6	5.7	73	9,637	83.6	88.3
	2020	94	10,874	88	93.5	10,319	94.9	4	4.3	3.8	81	9,815	86.1	90.3
1	2018	106	11,550	101	95.7	11,055	95.7	26	24.6	16.6	92	10,347	87.1	89.6
	2019	100	11,198	95	95.4	10,715	95.7	12	12.0	5.0	84	10,069	84.1	89.9
	2020	83	11,192	80	96.1	10,678	95.4	4	4.8	3.9	69	10,139	83.0	90.6
2	2018	110	11,864	105	95.5	11,398	96.1	27	24.6	15.9	96	10,717	87.3	90.3
	2019	92	11,232	88	94.9	10,781	96.0	9	9.7	4.8	78	10,169	84.4	90.5
	2020	99	11,070	95	95.8	10,616	95.9	0	0.0	3.2	88	10,175	89.2	91.9
3	2018	118	12,536	111	94.5	12,080	96.4	31	26.3	14.4	99	11,431	84.0	91.2
	2019	99	11,452	96	96.6	11,029	96.3	13	13.1	4.6	86	10,478	86.4	91.5
	2020	90	11,093	86	95.5	10,664	96.1	2	2.2	3.5	83	10,181	92.0	91.8
4	2018	85	12,675	83	97.5	12,235	96.5	27	31.6	14.1	73	11,637	85.4	91.8
	2019	105	12,118	101	96.4	11,690	96.5	9	8.6	4.9	86	11,112	82.2	91.7
	2020	95	11,323	90	94.4	10,902	96.3	1	1.0	3.4	83	10,479	87.1	92.5
5	2018	127	12,498	122	95.8	12,078	96.6	12	9.5	6.1	109	11,513	85.9	92.1
	2019	77	12,193	74	96.3	11,779	96.6	9	11.7	4.5	71	11,300	91.9	92.7
	2020	106	11,957	100	94.7	11,518	96.3	4	3.8	3.2	92	11,098	86.9	92.8
KN-5	2018	646	72,186	617	95.5	69,366	96.1	151	23.4	14.0	550	65,475	85.1	90.7
	2019	561	69,110	537	95.7	66,364	96.0	56	10.0	4.9	478	62,765	85.2	90.8
	2020	567	67,509	539	95.0	64,698	95.8	15	2.6	3.5	496	61,887	87.4	91.7



**Teachers: 37**

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	21	56.8
Hispanic	11	29.7
White	3	8.1
Multiple	1	2.7
Other	1	2.7

Gender	Number	Percentage
Female	28	75.7
Male	9	24.3

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
<b>2017-18</b>	6.0	62.8
<b>2018-19</b>	6.3	39.5
<b>2019-20</b>	4.7	68.4

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	4	10.8
1	5	13.5
2	3	8.1
3	6	16.2
4	2	5.4
5	1	2.7
1-3	14	37.8
More than 3	19	51.4
1 - 5	17	45.9
6 - 10	6	16.2
11 - 20	10	27.0
More than 20	0	0.0

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (36)	Beginning	36	100.0	36	100.0	36	100.0	36	100.0	36	100.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (29)	Beginning	27	93.1	26	89.7	29	100.0	27	93.1	27	93.1
	Intermediate	2	6.9	3	10.3	0	0.0	2	6.9	2	6.9
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (34)	Beginning	8	23.5	12	35.3	21	61.8	18	52.9	12	35.3
	Intermediate	10	29.4	17	50.0	10	29.4	14	41.2	16	47.1
	Advanced	11	32.4	4	11.8	3	8.8	1	2.9	6	17.6
	Advanced High	5	14.7	1	2.9	0	0.0	1	2.9	0	0.0
3 (39)	Beginning	7	17.9	9	23.1	20	51.3	18	46.2	11	28.2
	Intermediate	13	33.3	21	53.8	10	25.6	14	35.9	15	38.5
	Advanced	9	23.1	8	20.5	6	15.4	4	10.3	13	33.3
	Advanced High	10	25.6	1	2.6	3	7.7	3	7.7	0	0.0
4 (32)	Beginning	12	37.5	14	43.8	17	53.1	11	34.4	11	34.4
	Intermediate	12	37.5	11	34.4	10	31.3	17	53.1	13	40.6
	Advanced	6	18.8	7	21.9	5	15.6	4	12.5	8	25.0
	Advanced High	2	6.3	0	0.0	0	0.0	0	0.0	0	0.0

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	-	-	-	
23 2 (8.7%)	Beginning	21			
	Intermediate	2	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
30 18 (60.0%)	Beginning	9			
	Intermediate	14	2		
	Advanced	3	1	1	
	Advanced High	0	0	0	
33 15 (45.5%)	Beginning	6			
	Intermediate	6	8		
	Advanced	0	9	4	
	Advanced High	0	0	0	
27 6 (22.2%)	Beginning	8			
	Intermediate	3	9		
	Advanced	0	3	4	
	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  (40)	Beginning	7	17.9	7	17.9	11	27.5	8	20.0	7	17.9
	Intermediate	12	30.8	17	43.6	15	37.5	11	27.5	11	28.2
	Advanced	15	38.5	15	38.5	8	20.0	10	25.0	18	46.2
	Advanced High	5	12.8	0	0.0	6	15.0	11	27.5	3	7.7
ALL  (210)	Beginning	97	46.4	104	49.8	134	63.8	118	56.2	104	49.8
	Intermediate	49	23.4	69	33.0	45	21.4	58	27.6	57	27.3
	Advanced	41	19.6	34	16.3	22	10.5	19	9.0	45	21.5
	Advanced High	22	10.5	2	1.0	9	4.3	15	7.1	3	1.4

**PROGRESSION FROM 2019 TO 2020**

Number Rated Both Years  N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
37  18 (48.6%)	Beginning	4			
	Intermediate	4	7		
	Advanced	1	10	7	
	Advanced High	0	0	3	
151  59 (39.1%)	Beginning	49			
	Intermediate	29	26		
	Advanced	4	23	16	
	Advanced High	0	0	3	

 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**

81	67.0	74.6			61.7		78.9	
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**GRADE 1 READING**

55	85.1	91.1			98.2		91.2	
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**GRADE 1 READING SPANISH**

26	73.3	82.2			80.8		89.5	
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**GRADE 2 MATHEMATICS**

95	60.6	72.5	83.2		58.9	93.7	76.5	92.3
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**GRADE 2 READING**

67	62.7	75.1	81.5		71.6	91.0	72.1	91.3
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**GRADE 2 READING SPANISH**

29	65.0	73.8	77.2		65.5	89.7	75.1	92.0
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**GRADE 3 MATHEMATICS**

84	50.2	66.8	82.5		40.5	97.6	70.6	90.8
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**GRADE 3 MATHEMATICS SPANISH**

3	*	*	*		*	*	57.0	*
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**GRADE 3 READING**

49	48.7	69.2	78.6		53.1	83.7	62.6	88.7
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**GRADE 3 READING SPANISH**

38	42.0	65.2	75.1		28.9	86.8	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**

61	45.7	61.2	80.1		32.8	91.8	68.3	91.7
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**GRADE 4 LANGUAGE ARTS SPANISH**

29	69.2	74.3	79.2		62.1	100.0	68.5	91.9
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**GRADE 4 MATHEMATICS**

91	53.0	65.6	73.8		45.1	64.8	71.7	90.4
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**GRADE 4 READING**

60	39.7	67.1	76.9		40.0	96.7	68.8	92.4
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**GRADE 4 READING SPANISH**

30	67.7	78.4	79.0		80.0	100.0	80.7	91.8
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**GRADE 5 MATHEMATICS**

104	59.8	70.6	77.8		56.7	76.9	78.3	91.9
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**GRADE 5 READING**

69	40.3	70.2	76.9		44.9	89.9	79.5	94.1
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**GRADE 5 READING SPANISH**

36	66.4	75.4	86.1		69.4	100.0	79.8	94.9
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**GRADE 5 SCIENCE**

105	67.4	71.2	81.8		60.0	94.3	76.5	95.9
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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 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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