



School Number 174

# GENEVA HEIGHTS 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	65
KN	72
1	63
2	56
3	51
4	41
5	54
ALL	402

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	42	10.4	7	21.2
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	10	2.5	*	*
Hispanic	214	53.2	12	36.4
White	119	29.6	12	36.4
Multiple	16	4.0	0	0.0
Other* (teachers only)	—	—	2	6.1
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	120	29.9
Economically disadvantaged	257	63.9
Limited English proficient (LEP)	94	23.4
Special education	35	8.7
Talented and Gifted (TAG)	82	20.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	53	10	18.9	0	0.0	1	1.9	30	56.6	10	18.9	2	3.8
	2019	60	9	15.0	0	0.0	3	5.0	29	48.3	19	31.7	0	0.0
	2020	65	12	18.5	0	0.0	5	7.7	30	46.2	15	23.1	3	4.6
KN	2018	58	2	3.4	1	1.7	0	0.0	28	48.3	26	44.8	1	1.7
	2019	71	9	12.7	1	1.4	4	5.6	35	49.3	17	23.9	4	5.6
	2020	72	8	11.1	0	0.0	2	2.8	31	43.1	27	37.5	4	5.6
1	2018	46	3	6.5	0	0.0	1	2.2	29	63.0	12	26.1	1	2.2
	2019	54	3	5.6	1	1.9	1	1.9	30	55.6	19	35.2	0	0.0
	2020	63	6	9.5	0	0.0	2	3.2	31	49.2	19	30.2	4	6.3
2	2018	36	5	13.9	1	2.8	0	0.0	21	58.3	9	25.0	0	0.0
	2019	42	2	4.8	0	0.0	2	4.8	28	66.7	10	23.8	0	0.0
	2020	56	3	5.4	0	0.0	0	0.0	30	53.6	22	39.3	1	1.8
3	2018	54	8	14.8	2	3.7	0	0.0	34	63.0	10	18.5	0	0.0
	2019	41	5	12.2	0	0.0	0	0.0	24	58.5	11	26.8	1	2.4
	2020	51	7	13.7	0	0.0	1	2.0	31	60.8	11	21.6	1	2.0
4	2018	47	5	10.6	2	4.3	0	0.0	26	55.3	14	29.8	0	0.0
	2019	52	5	9.6	1	1.9	0	0.0	34	65.4	12	23.1	0	0.0
	2020	41	2	4.9	0	0.0	0	0.0	25	61.0	12	29.3	2	4.9
5	2018	46	4	8.7	0	0.0	1	2.2	31	67.4	9	19.6	1	2.2
	2019	49	7	14.3	0	0.0	0	0.0	30	61.2	12	24.5	0	0.0
	2020	54	4	7.4	0	0.0	0	0.0	36	66.7	13	24.1	1	1.9
PK-5	2018	340	37	10.9	6	1.8	3	0.9	199	58.5	90	26.5	5	1.5
	2019	369	40	10.8	3	0.8	10	2.7	210	56.9	100	27.1	5	1.4
	2020	402	42	10.4	0	0.0	10	2.5	214	53.2	119	29.6	16	4.0

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	53	29	54.7	23	43.4	5	9.4	24	45.3	0	0.0	48	90.6	50.9	49.1	3.8
	2019	60	59	98.3	24	40.0	1	1.7	10	16.7	0	0.0	44	73.3	46.7	53.3	28.3
	2020	65	62	95.4	16	24.6	4	6.2	16	24.6	0	0.0	49	75.4	41.5	58.5	24.6
KN	2018	58	17	29.3	7	12.1	10	17.2	10	17.2	10	17.2	32	55.2	63.8	36.2	0.0
	2019	71	39	54.9	18	25.4	3	4.2	17	23.9	8	11.3	42	59.2	49.3	50.7	4.2
	2020	72	36	50.0	13	18.1	5	6.9	13	18.1	0	0.0	27	37.5	56.9	43.1	1.4
1	2018	46	27	58.7	14	30.4	2	4.3	17	37.0	13	28.3	3	6.5	52.2	47.8	2.2
	2019	54	23	42.6	6	11.1	4	7.4	11	20.4	11	20.4	9	16.7	57.4	42.6	3.7
	2020	63	34	54.0	18	28.6	1	1.6	17	27.0	18	28.6	7	11.1	46.0	54.0	0.0
2	2018	36	22	61.1	8	22.2	4	11.1	8	22.2	12	33.3	7	19.4	52.8	47.2	0.0
	2019	42	29	69.0	13	31.0	4	9.5	13	31.0	13	31.0	5	11.9	47.6	52.4	0.0
	2020	56	28	50.0	6	10.7	6	10.7	10	17.9	15	26.8	7	12.5	51.8	48.2	0.0
3	2018	54	37	68.5	11	20.4	10	18.5	21	38.9	19	35.2	3	5.6	66.7	33.3	0.0
	2019	41	24	58.5	9	22.0	3	7.3	8	19.5	13	31.7	8	19.5	51.2	48.8	0.0
	2020	51	36	70.6	15	29.4	6	11.8	19	37.3	13	25.5	8	15.7	56.9	43.1	0.0
4	2018	47	34	72.3	10	21.3	8	17.0	18	38.3	12	25.5	7	14.9	36.2	63.8	4.3
	2019	52	40	76.9	12	23.1	11	21.2	24	46.2	18	34.6	8	15.4	61.5	38.5	1.9
	2020	41	24	58.5	13	31.7	3	7.3	21	51.2	14	34.1	5	12.2	53.7	46.3	0.0
5	2018	46	32	69.6	14	30.4	5	10.9	26	56.5	12	26.1	6	13.0	30.4	69.6	0.0
	2019	49	36	73.5	10	20.4	8	16.3	27	55.1	13	26.5	5	10.2	40.8	59.2	0.0
	2020	54	37	68.5	13	24.1	10	18.5	24	44.4	22	40.7	7	13.0	63.0	37.0	0.0
PK-5	2018	340	198	58.2	87	25.6	44	12.9	124	36.5	78	22.9	106	31.2	51.2	48.8	1.5
	2019	369	250	67.8	92	24.9	34	9.2	110	29.8	76	20.6	121	32.8	50.7	49.3	6.2
	2020	402	257	63.9	94	23.4	35	8.7	120	29.9	82	20.4	110	27.4	52.5	47.5	4.2

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	59	11,061	56	95.6	10,520	95.1	2	3.4	17.8	55	9,830	93.4	88.9
	2019	70	10,918	67	96.2	10,370	95.0	5	7.2	5.7	65	9,637	93.4	88.3
	2020	72	10,874	70	96.6	10,319	94.9	2	2.8	3.8	70	9,815	96.9	90.3
1	2018	46	11,550	44	95.8	11,055	95.7	3	6.6	16.6	42	10,347	92.1	89.6
	2019	53	11,198	51	96.1	10,715	95.7	1	1.9	5.0	49	10,069	93.2	89.9
	2020	63	11,192	61	96.6	10,678	95.4	2	3.2	3.9	59	10,139	94.2	90.6
2	2018	37	11,864	35	96.4	11,398	96.1	4	10.9	15.9	34	10,717	92.9	90.3
	2019	42	11,232	40	94.7	10,781	96.0	0	0.0	4.8	39	10,169	92.9	90.5
	2020	55	11,070	53	96.1	10,616	95.9	1	1.8	3.2	51	10,175	92.6	91.9
3	2018	52	12,536	50	96.4	12,080	96.4	5	9.7	14.4	48	11,431	93.1	91.2
	2019	40	11,452	39	96.4	11,029	96.3	0	0.0	4.6	39	10,478	97.0	91.5
	2020	56	11,093	53	95.7	10,664	96.1	1	1.8	3.5	49	10,181	87.7	91.8
4	2018	47	12,675	46	97.5	12,235	96.5	4	8.5	14.1	45	11,637	95.5	91.8
	2019	52	12,118	50	96.0	11,690	96.5	1	1.9	4.9	48	11,112	92.1	91.7
	2020	42	11,323	40	96.3	10,902	96.3	2	4.8	3.4	41	10,479	98.4	92.5
5	2018	45	12,498	44	97.2	12,078	96.6	0	0.0	6.1	43	11,513	95.3	92.1
	2019	49	12,193	48	97.5	11,779	96.6	2	4.0	4.5	45	11,300	91.0	92.7
	2020	54	11,957	51	95.6	11,518	96.3	1	1.9	3.2	51	11,098	94.8	92.8
KN-5	2018	285	72,186	275	96.4	69,366	96.1	18	6.3	14.0	267	65,475	93.7	90.7
	2019	306	69,110	294	96.2	66,364	96.0	9	2.9	4.9	285	62,765	93.1	90.8
	2020	341	67,509	328	96.2	64,698	95.8	9	2.6	3.5	321	61,887	94.1	91.7



Teachers: 33

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	7	21.2
Hispanic	12	36.4
White	12	36.4
Multiple	0	0.0
Other	2	6.1

Gender	Number	Percentage
Female	29	87.9
Male	4	12.1

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	7.6	68.0
2018-19	4.6	69.2
2019-20	3.9	92.6

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	5	15.2
1	3	9.1
2	0	0.0
3	4	12.1
4	0	0.0
5	2	6.1
1-3	7	21.2
More than 3	21	63.6
1 - 5	9	27.3
6 - 10	6	18.2
11 - 20	9	27.3
More than 20	4	12.1

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (13)	Beginning	0	0.0	1	7.7	2	15.4	8	61.5	1	7.7
	Intermediate	5	38.5	4	30.8	8	61.5	3	23.1	7	53.8
	Advanced	4	30.8	4	30.8	2	15.4	1	7.7	3	23.1
	Advanced High	4	30.8	4	30.8	1	7.7	1	7.7	2	15.4
1 (19)	Beginning	1	5.3	3	15.8	13	68.4	10	52.6	3	15.8
	Intermediate	2	10.5	1	5.3	1	5.3	3	15.8	11	57.9
	Advanced	2	10.5	2	10.5	1	5.3	2	10.5	3	15.8
	Advanced High	14	73.7	13	68.4	4	21.1	4	21.1	2	10.5
2 (6)	Beginning	0	0.0	1	16.7	3	50.0	4	66.7	1	16.7
	Intermediate	1	16.7	2	33.3	2	33.3	1	16.7	3	50.0
	Advanced	4	66.7	3	50.0	0	0.0	0	0.0	1	16.7
	Advanced High	1	16.7	0	0.0	1	16.7	1	16.7	1	16.7
3 (15)	Beginning	0	0.0	6	40.0	2	13.3	3	20.0	2	13.3
	Intermediate	3	20.0	4	26.7	7	46.7	4	26.7	5	33.3
	Advanced	4	26.7	3	20.0	6	40.0	4	26.7	6	40.0
	Advanced High	8	53.3	2	13.3	0	0.0	4	26.7	2	13.3
4 (13)	Beginning	2	15.4	1	7.7	0	0.0	2	16.7	0	0.0
	Intermediate	6	46.2	5	38.5	6	46.2	3	25.0	4	33.3
	Advanced	2	15.4	7	53.8	4	30.8	5	41.7	7	58.3
	Advanced High	3	23.1	0	0.0	3	23.1	2	16.7	1	8.3

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	-	-	-	
18 7 (38.9%)	Beginning	3			
	Intermediate	4	7		
	Advanced	0	1	1	
	Advanced High	0	0	2	
6 2 (33.3%)	Beginning	1			
	Intermediate	0	3		
	Advanced	0	1	0	
	Advanced High	0	1	0	
14 6 (42.9%)	Beginning	1			
	Intermediate	0	5		
	Advanced	0	4	2	
	Advanced High	0	1	1	
13 2 (15.4%)	Beginning	0			
	Intermediate	1	3		
	Advanced	0	0	7	
	Advanced High	0	0	1	

**PERFORMANCE IN 2020**

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (13)	Beginning	2	15.4	2	15.4	1	7.7	3	23.1	0	0.0
	Intermediate	2	15.4	9	69.2	5	38.5	3	23.1	6	46.2
	Advanced	5	38.5	2	15.4	5	38.5	4	30.8	6	46.2
	Advanced High	4	30.8	0	0.0	2	15.4	3	23.1	1	7.7
ALL (79)	Beginning	5	6.3	14	17.7	21	26.6	30	38.5	7	9.0
	Intermediate	19	24.1	25	31.6	29	36.7	17	21.8	36	46.2
	Advanced	21	26.6	21	26.6	18	22.8	16	20.5	26	33.3
	Advanced High	34	43.0	19	24.1	11	13.9	15	19.2	9	11.5

**PROGRESSION FROM 2019 TO 2020**

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
11 6 (54.5%)	Beginning	0			
	Intermediate	2	3		
	Advanced	0	3	2	
	Advanced High	0	0	1	
63 24 (38.1%)	Beginning	5			
	Intermediate	8	21		
	Advanced	0	9	12	
	Advanced High	0	2	5	

 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**

61	82.4	86.4			83.6		78.9	
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**GRADE 1 MATHEMATICS SPANISH**

1	*	*			*		65.5	
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**GRADE 1 READING**

34	79.4	87.6			88.2		91.2	
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**GRADE 1 READING SPANISH**

29	73.8	82.5			86.2		89.5	
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**GRADE 2 MATHEMATICS**

55	77.6	84.4	88.5		85.5	92.7	76.5	92.3
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**GRADE 2 READING**

53	73.8	82.5	86.9		73.6	94.3	72.1	91.3
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**GRADE 2 READING SPANISH**

2	*	*	*		*	*	75.1	*
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**GRADE 3 MATHEMATICS**

56	61.0	74.0	82.9		73.2	94.6	70.6	90.8
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**GRADE 3 MATHEMATICS SPANISH**

1	*	*	*		*	*	57.0	*
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**GRADE 3 READING**

53	59.5	75.7	81.5		71.7	90.6	62.6	88.7
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**GRADE 1 MATHEMATICS**

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**GRADE 1 MATHEMATICS SPANISH**

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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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**SEMESTER 1 TESTS**

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

**GRADE 3 READING SPANISH**

4	*	*	*		*	*	57.7	*
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**GRADE 4 LANGUAGE ARTS**

39	69.1	77.9	85.9		76.9	100.0	68.3	91.7
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**GRADE 4 LANGUAGE ARTS SPANISH**

4	*	*	*		*	*	68.5	*
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**GRADE 4 MATHEMATICS**

42	76.3	82.7	89.3		85.7	100.0	71.7	90.4
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**GRADE 4 MATHEMATICS SPANISH**

1	*	*	*		*	*	50.4	*
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**GRADE 4 READING**

39	53.6	74.7	86.4		69.2	100.0	68.8	92.4
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**GRADE 4 READING SPANISH**

4	*	*	*		*	*	80.7	*
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**GRADE 5 MATHEMATICS**

54	64.9	74.3	81.8		63.0	100.0	78.3	91.9
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**GRADE 5 READING**

54	54.1	77.1	79.8		77.8	90.7	79.5	94.1
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**GRADE 5 SCIENCE**

54	65.0	69.1	83.5		55.6	100.0	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 3 READING SPANISH**

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**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 SCIENCE**

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