



School Number 189

CLARA OLIVER 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	20
KN	32
1	37
2	48
3	34
4	52
5	36
ALL	259

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	148	57.1	12	57.1
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	105	40.5	8	38.1
White	5	1.9	1	4.8
Multiple	1	0.4	0	0.0
Other* (teachers only)	—	—	0	0.0
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	46.3
Economically disadvantaged	255	98.5
Limited English proficient (LEP)	96	37.1
Special education	30	11.6
Talented and Gifted (TAG)	58	22.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	30	18	60.0	0	0.0	0	0.0	12	40.0	0	0.0	0	0.0
	2019	34	19	55.9	0	0.0	0	0.0	12	35.3	1	2.9	2	5.9
	2020	20	7	35.0	0	0.0	0	0.0	13	65.0	0	0.0	0	0.0
KN	2018	46	28	60.9	0	0.0	0	0.0	17	37.0	1	2.2	0	0.0
	2019	40	22	55.0	1	2.5	0	0.0	14	35.0	2	5.0	1	2.5
	2020	32	19	59.4	0	0.0	0	0.0	10	31.3	2	6.3	1	3.1
1	2018	46	26	56.5	0	0.0	0	0.0	17	37.0	3	6.5	0	0.0
	2019	51	29	56.9	1	2.0	0	0.0	19	37.3	2	3.9	0	0.0
	2020	37	22	59.5	0	0.0	0	0.0	14	37.8	1	2.7	0	0.0
2	2018	52	34	65.4	0	0.0	0	0.0	18	34.6	0	0.0	0	0.0
	2019	37	20	54.1	0	0.0	0	0.0	16	43.2	1	2.7	0	0.0
	2020	48	29	60.4	0	0.0	0	0.0	18	37.5	1	2.1	0	0.0
3	2018	45	26	57.8	0	0.0	0	0.0	18	40.0	1	2.2	0	0.0
	2019	53	36	67.9	0	0.0	0	0.0	17	32.1	0	0.0	0	0.0
	2020	34	17	50.0	0	0.0	0	0.0	17	50.0	0	0.0	0	0.0
4	2018	46	31	67.4	2	4.3	0	0.0	13	28.3	0	0.0	0	0.0
	2019	40	25	62.5	0	0.0	0	0.0	15	37.5	0	0.0	0	0.0
	2020	52	33	63.5	0	0.0	0	0.0	18	34.6	1	1.9	0	0.0
5	2018	50	33	66.0	0	0.0	0	0.0	17	34.0	0	0.0	0	0.0
	2019	42	26	61.9	0	0.0	0	0.0	15	35.7	1	2.4	0	0.0
	2020	36	21	58.3	0	0.0	0	0.0	15	41.7	0	0.0	0	0.0
PK-5	2018	315	196	62.2	2	0.6	0	0.0	112	35.6	5	1.6	0	0.0
	2019	297	177	59.6	2	0.7	0	0.0	108	36.4	7	2.4	3	1.0
	2020	259	148	57.1	0	0.0	0	0.0	105	40.5	5	1.9	1	0.4

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	30	25	83.3	10	33.3	2	6.7	10	33.3	0	0.0	28	93.3	56.7	43.3	6.7
	2019	34	33	97.1	9	26.5	6	17.6	0	0.0	0	0.0	26	76.5	64.7	35.3	11.8
	2020	20	20	100.0	12	60.0	1	5.0	10	50.0	0	0.0	18	90.0	50.0	50.0	10.0
KN	2018	46	42	91.3	17	37.0	8	17.4	18	39.1	9	19.6	13	28.3	63.0	37.0	2.2
	2019	40	36	90.0	12	30.0	5	12.5	10	25.0	8	20.0	13	32.5	60.0	40.0	2.5
	2020	32	32	100.0	8	25.0	6	18.8	6	18.8	6	18.8	5	15.6	65.6	34.4	3.1
1	2018	46	43	93.5	14	30.4	5	10.9	17	37.0	5	10.9	12	26.1	60.9	39.1	10.9
	2019	51	48	94.1	20	39.2	6	11.8	18	35.3	9	17.6	8	15.7	58.8	41.2	2.0
	2020	37	36	97.3	11	29.7	1	2.7	12	32.4	8	21.6	5	13.5	62.2	37.8	2.7
2	2018	52	47	90.4	15	28.8	5	9.6	22	42.3	13	25.0	5	9.6	61.5	38.5	9.6
	2019	37	36	97.3	13	35.1	7	18.9	15	40.5	6	16.2	5	13.5	67.6	32.4	2.7
	2020	48	48	100.0	18	37.5	7	14.6	18	37.5	11	22.9	6	12.5	60.4	39.6	4.2
3	2018	45	44	97.8	19	42.2	6	13.3	23	51.1	9	20.0	8	17.8	53.3	46.7	11.1
	2019	53	52	98.1	15	28.3	5	9.4	21	39.6	12	22.6	6	11.3	64.2	35.8	9.4
	2020	34	34	100.0	15	44.1	3	8.8	15	44.1	10	29.4	5	14.7	64.7	35.3	2.9
4	2018	46	44	95.7	13	28.3	5	10.9	27	58.7	9	19.6	8	17.4	69.6	30.4	2.2
	2019	40	37	92.5	16	40.0	6	15.0	32	80.0	9	22.5	7	17.5	42.5	57.5	0.0
	2020	52	50	96.2	16	30.8	7	13.5	40	76.9	13	25.0	4	7.7	65.4	34.6	0.0
5	2018	50	48	96.0	15	30.0	7	14.0	39	78.0	13	26.0	5	10.0	48.0	52.0	0.0
	2019	42	40	95.2	12	28.6	5	11.9	29	69.0	10	23.8	7	16.7	64.3	35.7	0.0
	2020	36	35	97.2	16	44.4	5	13.9	19	52.8	10	27.8	4	11.1	44.4	55.6	0.0
PK-5	2018	315	293	93.0	103	32.7	38	12.1	156	49.5	58	18.4	79	25.1	59.0	41.0	6.0
	2019	297	282	94.9	97	32.7	40	13.5	125	42.1	54	18.2	72	24.2	60.3	39.7	4.0
	2020	259	255	98.5	96	37.1	30	11.6	120	46.3	58	22.4	47	18.1	59.8	40.2	2.7

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	44	11,061	41	94.4	10,520	95.1	11	25.1	17.8	37	9,830	84.3	88.9
	2019	38	10,918	36	94.0	10,370	95.0	7	18.3	5.7	33	9,637	86.4	88.3
	2020	32	10,874	30	92.0	10,319	94.9	2	6.2	3.8	26	9,815	81.0	90.3
1	2018	45	11,550	43	95.0	11,055	95.7	14	31.3	16.6	36	10,347	80.4	89.6
	2019	45	11,198	42	94.5	10,715	95.7	2	4.5	5.0	36	10,069	80.4	89.9
	2020	38	11,192	36	93.3	10,678	95.4	3	7.8	3.9	33	10,139	86.3	90.6
2	2018	49	11,864	47	96.0	11,398	96.1	14	28.6	15.9	43	10,717	87.9	90.3
	2019	36	11,232	35	96.1	10,781	96.0	1	2.8	4.8	32	10,169	89.1	90.5
	2020	47	11,070	44	94.5	10,616	95.9	0	0.0	3.2	38	10,175	81.0	91.9
3	2018	43	12,536	41	95.8	12,080	96.4	18	41.6	14.4	33	11,431	76.4	91.2
	2019	51	11,452	50	97.6	11,029	96.3	2	3.9	4.6	47	10,478	92.7	91.5
	2020	32	11,093	31	97.2	10,664	96.1	1	3.1	3.5	27	10,181	83.4	91.8
4	2018	45	12,675	42	94.6	12,235	96.5	17	38.1	14.1	34	11,637	76.2	91.8
	2019	39	12,118	37	95.3	11,690	96.5	0	0.0	4.9	35	11,112	89.5	91.7
	2020	52	11,323	50	95.5	10,902	96.3	0	0.0	3.4	49	10,479	94.1	92.5
5	2018	52	12,498	49	95.5	12,078	96.6	4	7.7	6.1	44	11,513	85.0	92.1
	2019	37	12,193	36	95.9	11,779	96.6	1	2.7	4.5	31	11,300	83.2	92.7
	2020	37	11,957	35	96.4	11,518	96.3	5	13.6	3.2	31	11,098	84.5	92.8
KN-5	2018	277	72,186	264	95.2	69,366	96.1	78	28.1	14.0	227	65,475	81.9	90.7
	2019	246	69,110	235	95.6	66,364	96.0	13	5.3	4.9	214	62,765	87.0	90.8
	2020	238	67,509	226	94.8	64,698	95.8	11	4.6	3.5	204	61,887	85.6	91.7

Teachers: 21

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	12	57.1
Hispanic	8	38.1
White	1	4.8
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	17	81.0
Male	4	19.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	4.7	66.7
2018-19	9.8	50.0
2019-20	4.7	76.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	4.8
1	3	14.3
2	0	0.0
3	3	14.3
4	1	4.8
5	1	4.8
1-3	6	28.6
More than 3	14	66.7
1 - 5	8	38.1
6 - 10	2	9.5
11 - 20	6	28.6
More than 20	4	19.0

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (9)	Beginning	4	44.4	9	100.0	9	100.0	9	100.0	9	100.0
	Intermediate	5	55.6	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 (11)	Beginning	2	18.2	7	63.6	11	100.0	11	100.0	7	63.6
	Intermediate	7	63.6	4	36.4	0	0.0	0	0.0	4	36.4
	Advanced	2	18.2	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 (18)	Beginning	3	16.7	7	38.9	5	27.8	8	44.4	3	16.7
	Intermediate	8	44.4	6	33.3	9	50.0	8	44.4	13	72.2
	Advanced	7	38.9	5	27.8	4	22.2	2	11.1	2	11.1
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3 (15)	Beginning	1	6.7	2	13.3	1	7.1	1	6.7	1	7.1
	Intermediate	3	20.0	6	40.0	7	50.0	4	26.7	2	14.3
	Advanced	3	20.0	5	33.3	6	42.9	2	13.3	8	57.1
	Advanced High	8	53.3	2	13.3	0	0.0	8	53.3	3	21.4
4 (16)	Beginning	0	0.0	1	6.3	0	0.0	2	12.5	0	0.0
	Intermediate	4	25.0	8	50.0	8	57.1	3	18.8	4	28.6
	Advanced	6	37.5	6	37.5	6	42.9	6	37.5	8	57.1
	Advanced High	6	37.5	1	6.3	0	0.0	5	31.3	2	14.3

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	-	-	-	
10 2 (20.0%)	Beginning	6			
	Intermediate	2	2		
	Advanced	0	0	0	
	Advanced High	0	0	0	
16 3 (18.8%)	Beginning	2			
	Intermediate	1	11		
	Advanced	0	2	0	
	Advanced High	0	0	0	
14 8 (57.1%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	5	3	
	Advanced High	0	0	3	
16 5 (31.3%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	3	5	
	Advanced High	0	0	2	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (16)	Beginning	1	6.3	5	31.3	1	7.1	1	6.3	1	7.1
	Intermediate	2	12.5	6	37.5	6	42.9	6	37.5	4	28.6
	Advanced	5	31.3	5	31.3	3	21.4	2	12.5	7	50.0
	Advanced High	8	50.0	0	0.0	4	28.6	7	43.8	2	14.3
ALL (85)	Beginning	11	12.9	31	36.5	27	33.8	32	37.6	21	26.3
	Intermediate	29	34.1	30	35.3	30	37.5	21	24.7	27	33.8
	Advanced	23	27.1	21	24.7	19	23.8	12	14.1	25	31.3
	Advanced High	22	25.9	3	3.5	4	5.0	20	23.5	7	8.8

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
14 4 (28.6%)	Beginning	0			
	Intermediate	1	3		
	Advanced	0	1	6	
	Advanced High	0	0	2	
70 22 (31.4%)	Beginning	8			
	Intermediate	4	22		
	Advanced	0	11	14	
	Advanced High	0	0	7	

 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

32	76.0	81.6			81.3		78.9	
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GRADE 1 READING

22	76.4	85.8			100.0		91.2	
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GRADE 1 READING SPANISH

9	77.8	85.2			100.0		89.5	
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GRADE 2 MATHEMATICS

43	62.6	73.9	84.9		72.1	88.4	76.5	92.3
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GRADE 2 MATHEMATICS SPANISH

1	*	*	*		*	*	44.9	*
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GRADE 2 READING

25	57.6	71.7	84.4		64.0	96.0	72.1	91.3
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GRADE 2 READING SPANISH

18	70.3	77.7	82.3		83.3	77.8	75.1	92.0
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GRADE 3 MATHEMATICS

32	52.8	68.6	78.6		53.1	96.9	70.6	90.8
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GRADE 3 READING

17	31.8	59.1	76.1		17.6	64.7	62.6	88.7
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GRADE 3 READING SPANISH

15	61.0	76.6	76.7		73.3	73.3	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 MATHEMATICS SPANISH

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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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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

39	52.6	66.2	79.3		38.5	92.3	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

14	73.5	77.9	78.9		85.7	92.9	68.5	91.9
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GRADE 4 MATHEMATICS

52	62.7	72.7	75.0		67.3	76.9	71.7	90.4
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GRADE 4 READING

38	44.2	69.6	82.0		57.9	94.7	68.8	92.4
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GRADE 4 READING SPANISH

14	73.6	82.4	78.9		85.7	92.9	80.7	91.8
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GRADE 5 MATHEMATICS

33	71.2	78.9	73.0		72.7	60.6	78.3	91.9
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GRADE 5 READING

20	49.1	74.5	68.7		80.0	40.0	79.5	94.1
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GRADE 5 READING SPANISH

13	75.5	82.1	85.2		100.0	100.0	79.8	94.9
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GRADE 5 SCIENCE

20	73.5	76.6	79.4		75.0	90.0	76.5	95.9
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GRADE 5 SCIENCE SPANISH

13	85.2	88.3	85.5		100.0	100.0	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 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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