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P E C F D
PACKET
F E FOR Z D
2019-20 C
L E PLAN C T
F D P NING O
P E Z O L C F T D

SOLAR
PREPARATORY SCHOOL
FOR BOYS
AT JOHN F. KENNEDY

SCHOOL NUMBER 386
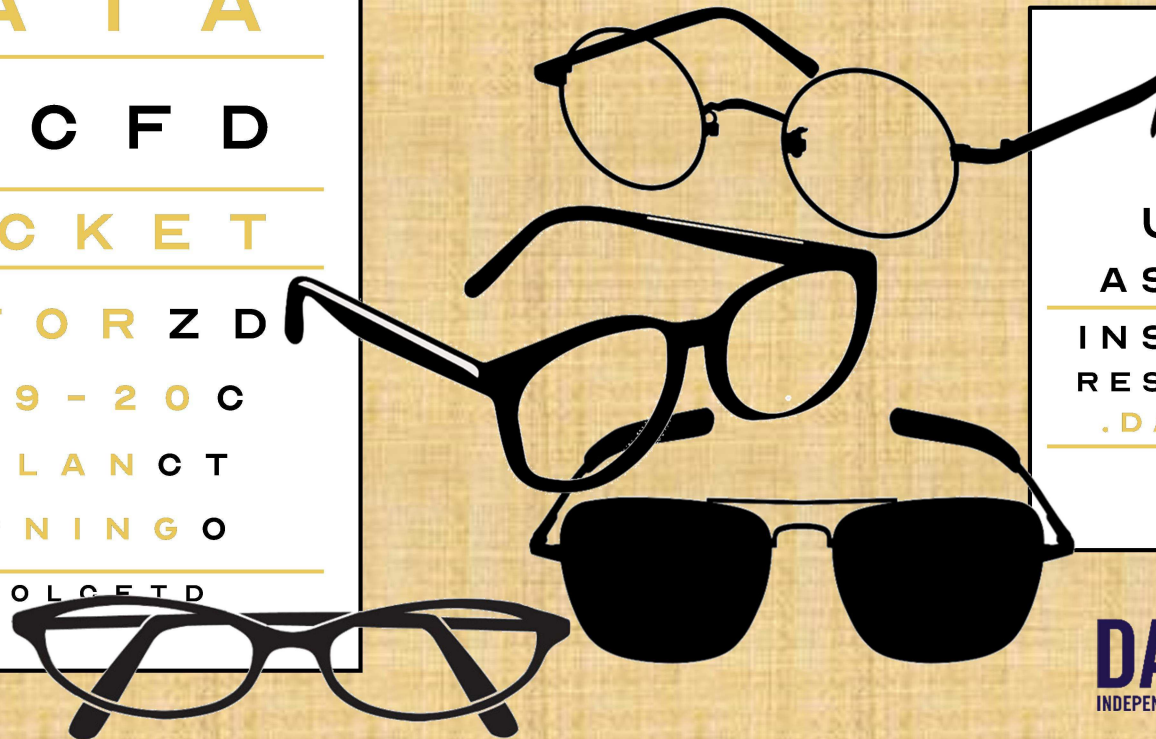
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DALLAS
INDEPENDENT SCHOOL DISTRICT

JULY 24, 2019

SOLAR PREPARATORY SCHOOL FOR BOYS AT JOHN F. KENNEDY (386)   **2**

July 24, 2019   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_CONTENTS   2019-20 Data Packet

2018-19 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 fifth six-weeks grading period.
- "New" students were new to the district in 2018-19. They are counted as new if not enrolled in a district campus before the last day of the 2017-18 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 2017-18 and 2018-19.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- "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.

STATE COMPENSATORY EDUCATION (SCE) COMPLIANCE and TERRANOVA/SUPERA

• Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.

• Student group assignments are based on demographic data in the Dallas ISD student database.

• The publisher of the SUPERA assessments provided new norms for grades 1 and 2 reading and language subtests. SUPERA statistics have been updated for prior years where necessary.

• Statistics in the SCE Compliance report are based on results from both TerraNova and SUPERA administrations.

TELPAS and IPT

• 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's TELPAS composite rating did not increase at least one level from 2018 to 2019, the TEA did not report the 2018 composite rating.

• If a student is rated as Advanced High on the TELPAS in 2019, the TEA does not differentiate between the Advanced and Advanced High levels from 2018.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

• 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 K-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	31
KN	66
1	55
2	60
ALL	212

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	37	17.5	3	20.0
American Indian/Alaska Native	2	0.9	*	*
Asian/Hawaiian/Pacific Islander	6	2.8	*	*
Hispanic	94	44.3	7	46.7
White	57	26.9	3	20.0
Multiple	16	7.5	1	6.7
Other* (teachers only)	—	—	1	6.7
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	33	15.6
Economically disadvantaged	104	49.1
Limited English proficient (LEP)	53	25.0
Special education	18	8.5
Talented and Gifted (TAG)	44	20.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2017													
	2018													
	2019	31	4	12.9	0	0.0	1	3.2	12	38.7	13	41.9	1	3.2
KN	2017													
	2018													
	2019	66	12	18.2	1	1.5	2	3.0	27	40.9	16	24.2	8	12.1
1	2017													
	2018													
	2019	55	10	18.2	1	1.8	1	1.8	25	45.5	15	27.3	3	5.5
2	2017													
	2018													
	2019	60	11	18.3	0	0.0	2	3.3	30	50.0	13	21.7	4	6.7
EC,PK,K-2	2017													
	2018													
	2019	212	37	17.5	2	0.9	6	2.8	94	44.3	57	26.9	16	7.5

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	2017																
	2018																
	2019	31	18	58.1	6	19.4	0	0.0	2	6.5	0	0.0	29	93.5	100.0	0.0	6.5
KN	2017																
	2018																
	2019	66	25	37.9	15	22.7	5	7.6	10	15.2	15	22.7	39	59.1	100.0	0.0	1.5
1	2017																
	2018																
	2019	55	25	45.5	17	30.9	6	10.9	10	18.2	11	20.0	8	14.5	100.0	0.0	1.8
2	2017																
	2018																
	2019	60	36	60.0	15	25.0	7	11.7	11	18.3	18	30.0	16	26.7	100.0	0.0	1.7
EC,PK,K-2	2017																
	2018																
	2019	212	104	49.1	53	25.0	18	8.5	33	15.6	44	20.8	92	43.4	100.0	0.0	2.4

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	2017		11,388			10,888	95.6			19.6		10,240		89.9
	2018		11,061			10,520	95.1			17.8		9,830		88.9
	2019	68	10,918	65	96.0	10,368	95.0	1	1.5	7.1	64	9,637	94.3	88.3
1	2017		12,278			11,800	96.1			18.4		11,169		91.0
	2018		11,550			11,055	95.7			16.6		10,347		89.6
	2019	56	11,198	53	95.6	10,714	95.7	1	1.8	6.3	54	10,067	97.1	89.9
2	2017		12,938			12,476	96.4			16.9		11,850		91.6
	2018		11,864			11,398	96.1			15.9		10,717		90.3
	2019	60	11,232	58	96.8	10,778	96.0	0	0.0	5.9	59	10,167	99.1	90.5
EC,PK,K-2	2017		36,604			35,164	96.1			18.2		33,259		90.9
	2018		34,476			32,972	95.6			16.7		30,894		89.6
	2019	183	33,347	176	96.2	31,860	95.5	2	1.1	6.5	177	29,871	96.7	89.6

Teachers: 15

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	20.0
Hispanic	7	46.7
White	3	20.0
Multiple	1	6.7
Other	1	6.7

Gender	Number	Percentage
Female	8	53.3
Male	7	46.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	6	40.0
1	0	0.0
2	1	6.7
3	2	13.3
4	0	0.0
5	2	13.3
1-3	3	20.0
More than 3	6	40.0
1 - 5	5	33.3
6 - 10	2	13.3
11 - 20	2	13.3
More than 20	0	0.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17		
2017-18		
2018-19	4.3	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the TERRANOVA/SUPERA

TERRANOVA/SUPERA READING

Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2017				81.7	0
	2018				82.2	0
	2019	50.0	76.8	72.7	80.8	66
1	2017				74.0	0
	2018				73.1	0
	2019	70.0	79.5	77.8	72.9	54
2	2017				70.7	0
	2018				70.6	0
	2019	81.8	72.9	74.6	68.5	59
K-2	2017				75.2	0
	2018				75.2	0
	2019	67.7	76.4	74.9	74.0	179
# Tested (GR K-2)	2017	0	0	0	35,859	
	2018	0	0	0	33,518	
	2019	31	148	179	32,206	

TERRANOVA/SUPERA MATHEMATICS

Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2017				59.6	0
	2018				61.3	0
	2019	60.0	78.6	75.8	62.8	66
1	2017				54.2	0
	2018				55.6	0
	2019	90.0	86.0	86.8	56.4	53
2	2017				57.7	0
	2018				58.8	0
	2019	72.7	71.4	71.7	58.9	60
K-2	2017				57.1	0
	2018				58.5	0
	2019	74.2	78.4	77.7	59.3	179
# Tested (GR K-2)	2017	0	0	0	35,697	
	2018	0	0	0	33,476	
	2019	31	148	179	32,054	

SOLAR PREPARATORY SCHOOL FOR BOYS AT JOHN F. KENNEDY (386)   **10**

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PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												77.8	
	2018												80.0	
	2019	93.8	58.3	73.3	56.3	*	*	*		77.4		77.4	78.4	53
1	2017												63.5	
	2018												63.1	
	2019	100.0	60.0	63.6	50.0	*	*	*		77.5		77.5	65.0	40
2	2017												60.4	
	2018												60.0	
	2019	92.3	50.0	77.8	76.9	*	100.0	*		76.6		76.6	59.8	47
K-2	2017												66.7	
	2018												67.4	
	2019	95.3	56.3	72.7	64.3	45.5	75.0	72.7		77.1		77.1	67.5	140
# Tested (GR K-2)	2017												19,128	
	2018												17,696	
	2019	43	32	44	56	11	16	11		140		140	17,258	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												2,012	0
	2018												2,066	0
	2019	11	3	4	3	*	*	*		24		24	1,898	53
1	2017												1,504	0
	2018												1,368	0
	2019	6	1	5	2	*	*	*		13		13	1,275	40
2	2017												1,299	0
	2018												1,203	0
	2019	7	1	7	7	*	2	*		17		17	1,212	47
K-2	2017												4,815	0
	2018												4,637	0
	2019	24	5	16	12	1	5	2		54		54	4,385	140
# Tested (GR K-2)	2017												19,128	
	2018												17,696	
	2019	43	32	44	56	11	16	11		140		140	17,258	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												70.7	
	2018												71.4	
	2019	100.0	66.7	66.7	62.5	*	*	*		81.1		81.1	71.9	53
1	2017												49.0	
	2018												48.4	
	2019	78.6	60.0	54.5	57.1	*	*	*		67.5		67.5	47.7	40
2	2017												47.2	
	2018												47.2	
	2019	84.6	40.0	50.0	50.0	*	42.9	*		59.6		59.6	46.2	47
K-2	2017												54.9	
	2018												55.3	
	2019	88.4	56.3	56.8	55.4	36.4	50.0	54.5		70.0		70.0	54.9	140
# Tested (GR K-2)	2017												19,124	
	2018												17,696	
	2019	43	32	44	56	11	16	11		140		140	17,258	

SOLAR PREPARATORY SCHOOL FOR BOYS AT JOHN F. KENNEDY (386)   **13**

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NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												1,361	0
	2018												1,368	0
	2019	11	1	2	1	*	*	*		18		18	1,322	53
1	2017												712	0
	2018												642	0
	2019	1	1	1	2	*	*	*		4		4	583	40
2	2017												986	0
	2018												937	0
	2019	4	1	2	6	*	1	*		10		10	802	47
K-2	2017												3,059	0
	2018												2,947	0
	2019	16	3	5	9	0	2	1		32		32	2,707	140
# Tested (GR K-2)	2017												19,124	
	2018												17,696	
	2019	43	32	44	56	11	16	11		140		140	17,258	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												59.7	
	2018												61.3	
	2019	100.0	58.3	70.4	64.0	*	66.7	60.0		75.8		75.8	62.8	66
1	2017												54.3	
	2018												55.5	
	2019	92.9	90.0	79.2	84.0	*	88.2	90.0		86.8		86.8	56.4	53
2	2017												57.7	
	2018												58.8	
	2019	92.3	36.4	73.3	69.4	*	73.3	72.7		71.7		71.7	58.9	60
K-2	2017												57.2	
	2018												58.5	
	2019	95.3	60.6	74.1	72.1	41.7	76.6	74.2		77.7		77.7	59.3	179
# Tested (GR K-2)	2017												35,543	
	2018												33,396	
	2019	43	33	81	86	12	47	31		179		179	31,962	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												1,889	
	2018												2,135	
	2019	13	2	5	2	*	3	1		27		27	2,112	66
1	2017												1,610	
	2018												1,689	
	2019	10	2	7	6	*	4	2		22		22	1,580	53
2	2017												2,115	
	2018												2,139	
	2019	6	4	11	12	*	4	2		24		24	2,338	60
K-2	2017												5,614	
	2018												5,963	
	2019	29	8	23	20	1	11	5		73		73	6,030	179
# Tested (GR K-2)	2017												35,543	
	2018												33,396	
	2019	43	33	81	86	12	47	31		179		179	31,962	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												85.8	
	2018												84.6	
	2019			50.0	44.4	*	50.0	57.1		53.8		53.8	83.5	13
1	2017												86.1	
	2018												84.0	
	2019			78.6	81.8		84.6	71.4		78.6		78.6	82.0	14
2	2017												83.2	
	2018												83.1	
	2019			66.7	60.0		62.5	66.7		66.7		66.7	79.0	12
K-2	2017												85.0	
	2018												83.9	
	2019			65.8	63.3	*	67.7	65.0		66.7		66.7	81.5	39
# Tested (GR K-2)	2017												16,731	
	2018												15,822	
	2019			38	30	1	31	20		39		39	14,948	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												3,104	0
	2018												2,790	0
	2019			2	0	*	1	1		3		3	2,430	13
1	2017												2,825	0
	2018												2,544	0
	2019			8	6		8	3		8		8	2,256	14
2	2017												1,598	0
	2018												1,450	0
	2019			2	1		1	1		2		2	1,349	12
K-2	2017												7,527	0
	2018												6,784	0
	2019			12	7	*	10	5		13		13	6,035	39
# Tested (GR K-2)	2017												16,731	
	2018												15,822	
	2019			38	30	1	31	20		39		39	14,948	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												83.5	
	2018												83.0	
	2019			91.7	88.9	*	90.0	85.7		92.3		92.3	80.6	13
1	2017												78.4	
	2018												75.9	
	2019			85.7	90.9		92.3	85.7		85.7		85.7	73.6	14
2	2017												72.6	
	2018												72.2	
	2019			75.0	70.0		75.0	83.3		75.0		75.0	69.7	12
K-2	2017												78.1	
	2018												77.0	
	2019			84.2	83.3	*	87.1	85.0		84.6		84.6	74.6	39
# Tested (GR K-2)	2017												16,731	
	2018												15,822	
	2019			38	30	1	31	20		39		39	14,948	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												2,065	0
K	2018												1,986	0
K	2019			3	2	*	3	2		4		4	1,686	13
1	2017												2,260	0
1	2018												2,110	0
1	2019			3	2		3	1		3		3	1,898	14
2	2017												1,537	0
2	2018												1,439	0
2	2019			3	2		2	1		3		3	1,254	12
K-2	2017												5,862	0
K-2	2018												5,535	0
K-2	2019			9	6	*	8	4		10		10	4,838	39
# Tested (GR K-2)	2017												16,731	
# Tested (GR K-2)	2018												15,822	
# Tested (GR K-2)	2019			38	30	1	31	20		39		39	14,948	

PERFORMANCE IN 2019

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (15)	Beginning	0	0.0	0	0.0	9	60.0	5	33.3	0	0.0
	Intermediate	1	6.7	4	26.7	2	13.3	2	13.3	10	66.7
	Advanced	6	40.0	5	33.3	2	13.3	3	20.0	2	13.3
	Advanced High	8	53.3	6	40.0	2	13.3	5	33.3	3	20.0
1 (17)	Beginning	8	47.1	11	64.7	13	76.5	13	76.5	11	64.7
	Intermediate	8	47.1	5	29.4	4	23.5	2	11.8	5	29.4
	Advanced	1	5.9	1	5.9	0	0.0	2	11.8	1	5.9
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (15)	Beginning	0	0.0	0	0.0	1	6.7	3	20.0	0	0.0
	Intermediate	1	6.7	8	53.3	9	60.0	1	6.7	4	26.7
	Advanced	7	46.7	7	46.7	5	33.3	8	53.3	9	60.0
	Advanced High	7	46.7	0	0.0	0	0.0	3	20.0	2	13.3
ALL (47)	Beginning	8	17.0	11	23.4	23	48.9	21	44.7	11	23.4
	Intermediate	10	21.3	17	36.2	15	31.9	5	10.6	19	40.4
	Advanced	14	29.8	13	27.7	7	14.9	13	27.7	12	25.5
	Advanced High	15	31.9	6	12.8	2	4.3	8	17.0	5	10.6

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years — N (%) Progressed	2019 Level	2018 Level: Beg	Int	Adv	Adv High
– / –	Beginning	–			
	Intermediate	–	–		
	Advanced	–	–	–	
	Advanced High	–	–	–	
16 / 2 (12.5%)	Beginning	11			
	Intermediate	2	3		
	Advanced	0	0	0	
	Advanced High		0	0	0
14 / 6 (42.9%)	Beginning	0			
	Intermediate	2	2		
	Advanced	1	1	6	
	Advanced High		0	1	1
31 / 9 (29.0%)	Beginning	11			
	Intermediate	4	5		
	Advanced	1	1	6	
	Advanced High		0	2	1

☐ Indicates students who progressed at least one level from 2018 to 2019.

PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
English	PK	3	*	*							*	*
	KN	5	*	*					*	*	*	*
	1	1							*	*		
	2	3			*	*	*	*			*	*
	ALL	12	*	*	*	*	*	*	*	*	6	50.0
Spanish	PK	2	*	*					*	*		
	KN	5							*	*	*	*
	1	1									*	*
	2	3					*	*			*	*
	ALL	11	*	*			*	*	*	*	7	63.6

SEMESTER 1 TESTS

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

Elementary School Exams

KINDERGARTEN MATHEMATICS

68	85.3	90.6			94.1		87.2	

KINDERGARTEN READING

58	85.2	90.1			91.4		91.7	

KINDERGARTEN READING SPANISH

10	80.6	85.0			90.0		91.9	

GRADE 1 MATHEMATICS

56	84.4	86.3			87.5		77.8	

GRADE 1 READING

42	81.0	85.7			90.5		86.4	

GRADE 1 READING SPANISH

14	85.4	85.4			85.7		87.3	

GRADE 2 MATHEMATICS

61	79.3	85.6	86.8		90.2	96.7	78.4	93.0

GRADE 2 READING

49	82.9	88.6	85.6		89.8	95.9	76.8	91.5

GRADE 2 READING SPANISH

12	70.0	77.5	85.8		66.7	100.0	74.0	92.7

SEMESTER 2 TESTS

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

KINDERGARTEN MATHEMATICS

KINDERGARTEN READING

KINDERGARTEN READING SPANISH

GRADE 1 MATHEMATICS

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 READING

GRADE 2 READING SPANISH