



School Number 216

# EDWARD TITCHE 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	89
KN	120
1	115
2	117
3	111
4	98
5	121
ALL	771

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	300	38.9	17	44.7
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	0.3	*	*
Hispanic	448	58.1	15	39.5
White	10	1.3	4	10.5
Multiple	11	1.4	2	5.3
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	381	49.4
Economically disadvantaged	746	96.8
Limited English proficient (LEP)	331	42.9
Special education	79	10.2
Talented and Gifted (TAG)	160	20.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	82	36	43.9	0	0.0	0	0.0	46	56.1	0	0.0	0	0.0
	2019	90	32	35.6	0	0.0	1	1.1	57	63.3	0	0.0	0	0.0
	2020	89	35	39.3	0	0.0	0	0.0	52	58.4	0	0.0	2	2.2
KN	2018	91	38	41.8	0	0.0	0	0.0	51	56.0	2	2.2	0	0.0
	2019	96	44	45.8	0	0.0	0	0.0	49	51.0	2	2.1	1	1.0
	2020	120	43	35.8	0	0.0	1	0.8	72	60.0	2	1.7	2	1.7
1	2018	107	38	35.5	0	0.0	0	0.0	65	60.7	4	3.7	0	0.0
	2019	97	34	35.1	0	0.0	0	0.0	62	63.9	1	1.0	0	0.0
	2020	115	50	43.5	0	0.0	0	0.0	61	53.0	2	1.7	2	1.7
2	2018	86	33	38.4	0	0.0	0	0.0	50	58.1	3	3.5	0	0.0
	2019	111	39	35.1	0	0.0	0	0.0	68	61.3	2	1.8	2	1.8
	2020	117	44	37.6	0	0.0	1	0.9	70	59.8	2	1.7	0	0.0
3	2018	118	51	43.2	0	0.0	0	0.0	62	52.5	5	4.2	0	0.0
	2019	76	34	44.7	0	0.0	0	0.0	40	52.6	1	1.3	1	1.3
	2020	111	40	36.0	0	0.0	0	0.0	67	60.4	2	1.8	2	1.8
4	2018	119	58	48.7	4	3.4	0	0.0	55	46.2	1	0.8	1	0.8
	2019	109	45	41.3	0	0.0	0	0.0	59	54.1	1	0.9	4	3.7
	2020	98	41	41.8	0	0.0	0	0.0	54	55.1	1	1.0	2	2.0
5	2018	109	45	41.3	1	0.9	0	0.0	60	55.0	3	2.8	0	0.0
	2019	105	47	44.8	2	1.9	0	0.0	53	50.5	1	1.0	2	1.9
	2020	121	47	38.8	0	0.0	0	0.0	72	59.5	1	0.8	1	0.8
PK-5	2018	712	299	42.0	5	0.7	0	0.0	389	54.6	18	2.5	1	0.1
	2019	684	275	40.2	2	0.3	1	0.1	388	56.7	8	1.2	10	1.5
	2020	771	300	38.9	0	0.0	2	0.3	448	58.1	10	1.3	11	1.4

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	82	79	96.3	40	48.8	4	4.9	42	51.2	0	0.0	77	93.9	52.4	47.6	4.9
	2019	90	89	98.9	45	50.0	2	2.2	3	3.3	0	0.0	84	93.3	47.8	52.2	7.8
	2020	89	87	97.8	35	39.3	1	1.1	34	38.2	0	0.0	76	85.4	51.7	48.3	14.6
KN	2018	91	79	86.8	40	44.0	10	11.0	41	45.1	16	17.6	32	35.2	48.4	51.6	2.2
	2019	96	92	95.8	36	37.5	2	2.1	32	33.3	12	12.5	34	35.4	53.1	46.9	1.0
	2020	120	116	96.7	53	44.2	5	4.2	51	42.5	16	13.3	41	34.2	53.3	46.7	0.8
1	2018	107	95	88.8	51	47.7	6	5.6	51	47.7	24	22.4	17	15.9	52.3	47.7	0.9
	2019	97	94	96.9	48	49.5	10	10.3	48	49.5	22	22.7	15	15.5	54.6	45.4	2.1
	2020	115	111	96.5	40	34.8	9	7.8	42	36.5	21	18.3	22	19.1	52.2	47.8	8.7
2	2018	86	77	89.5	36	41.9	12	14.0	41	47.7	13	15.1	14	16.3	47.7	52.3	4.7
	2019	111	109	98.2	53	47.7	13	11.7	51	45.9	27	24.3	16	14.4	44.1	55.9	3.6
	2020	117	111	94.9	51	43.6	17	14.5	55	47.0	30	25.6	24	20.5	57.3	42.7	4.3
3	2018	118	111	94.1	54	45.8	7	5.9	58	49.2	21	17.8	16	13.6	50.8	49.2	0.8
	2019	76	72	94.7	31	40.8	11	14.5	33	43.4	18	23.7	19	25.0	47.4	52.6	0.0
	2020	111	110	99.1	56	50.5	17	15.3	61	55.0	34	30.6	19	17.1	50.5	49.5	0.0
4	2018	119	113	95.0	39	32.8	12	10.1	80	67.2	17	14.3	18	15.1	53.8	46.2	1.7
	2019	109	108	99.1	51	46.8	9	8.3	77	70.6	29	26.6	6	5.5	51.4	48.6	1.8
	2020	98	94	95.9	41	41.8	15	15.3	68	69.4	21	21.4	17	17.3	48.0	52.0	1.0
5	2018	109	106	97.2	53	48.6	13	11.9	91	83.5	17	15.6	15	13.8	54.1	45.9	0.0
	2019	105	100	95.2	41	39.0	17	16.2	74	70.5	22	21.0	15	14.3	57.1	42.9	0.0
	2020	121	117	96.7	55	45.5	15	12.4	70	57.9	38	31.4	23	19.0	52.1	47.9	1.7
PK-5	2018	712	660	92.7	313	44.0	64	9.0	404	56.7	108	15.2	189	26.5	51.5	48.5	2.0
	2019	684	664	97.1	305	44.6	64	9.4	318	46.5	130	19.0	189	27.6	50.9	49.1	2.3
	2020	771	746	96.8	331	42.9	79	10.2	381	49.4	160	20.8	222	28.8	52.3	47.7	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	87	11,061	82	94.8	10,520	95.1	27	31.1	17.8	69	9,830	79.5	88.9
	2019	90	10,918	85	94.5	10,370	95.0	11	12.2	5.7	76	9,637	84.4	88.3
	2020	120	10,874	113	94.4	10,319	94.9	10	8.3	3.8	100	9,815	83.2	90.3
1	2018	104	11,550	99	95.5	11,055	95.7	38	36.5	16.6	82	10,347	78.9	89.6
	2019	94	11,198	90	95.3	10,715	95.7	12	12.7	5.0	78	10,069	82.8	89.9
	2020	112	11,192	106	94.3	10,678	95.4	7	6.2	3.9	95	10,139	84.7	90.6
2	2018	86	11,864	82	95.8	11,398	96.1	26	30.3	15.9	70	10,717	81.5	90.3
	2019	102	11,232	98	95.8	10,781	96.0	6	5.9	4.8	92	10,169	89.8	90.5
	2020	112	11,070	107	96.0	10,616	95.9	9	8.1	3.2	99	10,175	88.7	91.9
3	2018	117	12,536	113	96.1	12,080	96.4	30	25.6	14.4	97	11,431	82.8	91.2
	2019	73	11,452	70	96.2	11,029	96.3	7	9.6	4.6	63	10,478	86.7	91.5
	2020	115	11,093	111	96.2	10,664	96.1	7	6.1	3.5	105	10,181	91.3	91.8
4	2018	118	12,675	114	96.6	12,235	96.5	34	28.8	14.1	105	11,637	88.9	91.8
	2019	110	12,118	106	96.4	11,690	96.5	5	4.6	4.9	99	11,112	90.3	91.7
	2020	95	11,323	93	97.7	10,902	96.3	6	6.3	3.4	84	10,479	88.4	92.5
5	2018	101	12,498	98	97.2	12,078	96.6	5	5.0	6.1	88	11,513	87.2	92.1
	2019	100	12,193	97	97.5	11,779	96.6	6	6.0	4.5	93	11,300	93.3	92.7
	2020	120	11,957	116	96.9	11,518	96.3	4	3.3	3.2	108	11,098	90.2	92.8
KN-5	2018	613	72,186	589	96.0	69,366	96.1	160	26.1	14.0	511	65,475	83.4	90.7
	2019	568	69,110	546	96.0	66,364	96.0	47	8.3	4.9	501	62,765	88.1	90.8
	2020	674	67,509	646	95.9	64,698	95.8	43	6.4	3.5	591	61,887	87.7	91.7



**Teachers: 38**

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	17	44.7
Hispanic	15	39.5
White	4	10.5
Multiple	2	5.3
Other	0	0.0

Gender	Number	Percentage
Female	30	78.9
Male	8	21.1

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
<b>2017-18</b>	6.2	8.2
<b>2018-19</b>	7.0	64.6
<b>2019-20</b>	4.7	81.6

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	3	7.9
1	2	5.3
2	1	2.6
3	1	2.6
4	6	15.8
5	1	2.6
1-3	4	10.5
More than 3	31	81.6
1 - 5	11	28.9
6 - 10	4	10.5
11 - 20	17	44.7
More than 20	3	7.9

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (54)	Beginning	51	94.4	50	92.6	54	100.0	54	100.0	51	94.4
	Intermediate	3	5.6	4	7.4	0	0.0	0	0.0	3	5.6
	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 (42)	Beginning	24	57.1	34	81.0	41	97.6	36	85.7	32	76.2
	Intermediate	13	31.0	8	19.0	1	2.4	6	14.3	10	23.8
	Advanced	5	11.9	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 (48)	Beginning	5	10.4	16	33.3	0	0.0	13	27.1	0	0.0
	Intermediate	20	41.7	27	56.3	0	0.0	20	41.7	0	0.0
	Advanced	17	35.4	5	10.4	0	0.0	12	25.0	0	0.0
	Advanced High	6	12.5	0	0.0	0	0.0	3	6.3	0	0.0
3 (53)	Beginning	4	7.5	5	9.4	0	0.0	7	13.2	0	0.0
	Intermediate	4	7.5	38	71.7	0	0.0	17	32.1	0	0.0
	Advanced	17	32.1	8	15.1	0	0.0	15	28.3	0	0.0
	Advanced High	28	52.8	2	3.8	0	0.0	14	26.4	0	0.0
4 (38)	Beginning	8	21.1	5	13.2	0	0.0	6	15.8	0	0.0
	Intermediate	15	39.5	13	34.2	0	0.0	13	34.2	0	0.0
	Advanced	10	26.3	18	47.4	0	0.0	12	31.6	0	0.0
	Advanced High	5	13.2	2	5.3	0	0.0	7	18.4	0	0.0


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
35 6 (17.1%)	Beginning	26			
	Intermediate	6	3		
	Advanced	0	0	0	
	Advanced High	0	0	0	
42 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
46 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
32 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

**PERFORMANCE IN 2020**

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (43)	Beginning	0	0.0	6	14.0	0	0.0	2	4.7	0	0.0
	Intermediate	7	16.3	20	46.5	0	0.0	6	14.0	0	0.0
	Advanced	18	41.9	15	34.9	0	0.0	13	30.2	0	0.0
	Advanced High	18	41.9	2	4.7	0	0.0	22	51.2	0	0.0
ALL (278)	Beginning	92	33.1	116	41.7	95	99.0	118	42.4	83	86.5
	Intermediate	62	22.3	110	39.6	1	1.0	62	22.3	13	13.5
	Advanced	67	24.1	46	16.5	0	0.0	52	18.7	0	0.0
	Advanced High	57	20.5	6	2.2	0	0.0	46	16.5	0	0.0

**PROGRESSION FROM 2019 TO 2020**

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
42  0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
197  6 (3.0%)	Beginning	26			
	Intermediate	6	3		
	Advanced	0	0	0	
	Advanced High	0	0	0	

 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**

100	77.6	82.7			80.0		78.9	
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**GRADE 1 READING**

59	78.9	87.3			94.9		91.2	
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**GRADE 1 READING SPANISH**

38	93.4	95.6			100.0		89.5	
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**GRADE 2 MATHEMATICS**

96	73.3	81.4	80.0		81.3	86.5	76.5	92.3
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**GRADE 2 READING**

60	67.4	78.3	77.7		73.3	78.3	72.1	91.3
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**GRADE 2 READING SPANISH**

35	90.4	92.8	84.3		100.0	97.1	75.1	92.0
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**GRADE 3 MATHEMATICS**

107	69.1	79.4	81.2		75.7	91.6	70.6	90.8
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**GRADE 3 MATHEMATICS SPANISH**

5	*	*	*		*	*	57.0	*
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**GRADE 3 READING**

55	49.9	69.9	75.5		52.7	90.9	62.6	88.7
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**GRADE 3 READING SPANISH**

57	59.4	75.6	72.8		78.9	75.4	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**

53	55.3	68.1	72.2		50.9	77.4	68.3	91.7
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**GRADE 4 LANGUAGE ARTS SPANISH**

35	74.3	78.6	79.5		80.0	91.4	68.5	91.9
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**GRADE 4 MATHEMATICS**

88	73.6	80.6	82.9		75.0	85.2	71.7	90.4
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**GRADE 4 READING**

53	49.8	72.6	73.7		64.2	88.7	68.8	92.4
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**GRADE 4 READING SPANISH**

35	76.7	84.5	79.5		94.3	91.4	80.7	91.8
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**GRADE 5 MATHEMATICS**

106	73.9	80.9	83.8		81.1	95.3	78.3	91.9
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**GRADE 5 MATHEMATICS SPANISH**

4	*	*	*		*	*	56.2	*
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**GRADE 5 READING**

65	49.9	74.9	78.8		76.9	90.8	79.5	94.1
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**GRADE 5 READING SPANISH**

46	76.1	82.5	80.9		87.0	97.8	79.8	94.9
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**GRADE 5 SCIENCE**

107	83.5	85.4	85.8		86.9	100.0	76.5	95.9
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**GRADE 5 SCIENCE SPANISH**

4	*	*	*		*	*	73.2	*
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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 MATHEMATICS SPANISH**

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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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