



School Number 222

URBAN PARK 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	69
KN	75
1	94
2	65
3	81
4	91
5	85
ALL	560

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	29	5.2	2	5.0
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	522	93.2	23	57.5
White	5	0.9	15	37.5
Multiple	3	0.5	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	402	71.8
Economically disadvantaged	521	93.0
Limited English proficient (LEP)	383	68.4
Special education	50	8.9
Talented and Gifted (TAG)	89	15.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	65	4	6.2	0	0.0	0	0.0	61	93.8	0	0.0	0	0.0
	2019	72	3	4.2	0	0.0	0	0.0	64	88.9	5	6.9	0	0.0
	2020	69	5	7.2	0	0.0	0	0.0	63	91.3	0	0.0	1	1.4
KN	2018	72	1	1.4	0	0.0	0	0.0	70	97.2	1	1.4	0	0.0
	2019	89	5	5.6	0	0.0	0	0.0	76	85.4	6	6.7	2	2.2
	2020	75	3	4.0	0	0.0	0	0.0	70	93.3	1	1.3	1	1.3
1	2018	94	3	3.2	0	0.0	0	0.0	91	96.8	0	0.0	0	0.0
	2019	75	4	5.3	0	0.0	0	0.0	70	93.3	1	1.3	0	0.0
	2020	94	7	7.4	0	0.0	0	0.0	82	87.2	4	4.3	1	1.1
2	2018	104	5	4.8	0	0.0	0	0.0	99	95.2	0	0.0	0	0.0
	2019	95	2	2.1	0	0.0	0	0.0	92	96.8	1	1.1	0	0.0
	2020	65	3	4.6	0	0.0	0	0.0	62	95.4	0	0.0	0	0.0
3	2018	92	3	3.3	0	0.0	0	0.0	89	96.7	0	0.0	0	0.0
	2019	99	4	4.0	1	1.0	0	0.0	94	94.9	0	0.0	0	0.0
	2020	81	3	3.7	0	0.0	0	0.0	78	96.3	0	0.0	0	0.0
4	2018	100	3	3.0	0	0.0	0	0.0	97	97.0	0	0.0	0	0.0
	2019	88	5	5.7	0	0.0	0	0.0	83	94.3	0	0.0	0	0.0
	2020	91	4	4.4	1	1.1	0	0.0	86	94.5	0	0.0	0	0.0
5	2018	104	3	2.9	0	0.0	0	0.0	99	95.2	2	1.9	0	0.0
	2019	104	4	3.8	0	0.0	0	0.0	99	95.2	1	1.0	0	0.0
	2020	85	4	4.7	0	0.0	0	0.0	81	95.3	0	0.0	0	0.0
PK-5	2018	631	22	3.5	0	0.0	0	0.0	606	96.0	3	0.5	0	0.0
	2019	622	27	4.3	1	0.2	0	0.0	578	92.9	14	2.3	2	0.3
	2020	560	29	5.2	1	0.2	0	0.0	522	93.2	5	0.9	3	0.5

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	2018	65	64	98.5	48	73.8	2	3.1	48	73.8	0	0.0	63	96.9	38.5	61.5	3.1
	2019	72	72	100.0	44	61.1	1	1.4	5	6.9	0	0.0	65	90.3	52.8	47.2	8.3
	2020	69	69	100.0	36	52.2	1	1.4	36	52.2	0	0.0	60	87.0	47.8	52.2	13.0
KN	2018	72	66	91.7	57	79.2	2	2.8	59	81.9	4	5.6	18	25.0	51.4	48.6	0.0
	2019	89	85	95.5	57	64.0	3	3.4	49	55.1	2	2.2	20	22.5	50.6	49.4	0.0
	2020	75	71	94.7	44	58.7	2	2.7	44	58.7	9	12.0	8	10.7	48.0	52.0	0.0
1	2018	94	82	87.2	72	76.6	9	9.6	72	76.6	5	5.3	7	7.4	51.1	48.9	7.4
	2019	75	72	96.0	57	76.0	6	8.0	54	72.0	9	12.0	5	6.7	60.0	40.0	4.0
	2020	94	86	91.5	60	63.8	11	11.7	61	64.9	14	14.9	6	6.4	54.3	45.7	5.3
2	2018	104	100	96.2	73	70.2	17	16.3	75	72.1	7	6.7	6	5.8	57.7	42.3	1.0
	2019	95	90	94.7	69	72.6	16	16.8	69	72.6	13	13.7	9	9.5	47.4	52.6	2.1
	2020	65	62	95.4	53	81.5	9	13.8	54	83.1	17	26.2	0	0.0	60.0	40.0	3.1
3	2018	92	90	97.8	65	70.7	7	7.6	65	70.7	9	9.8	4	4.3	50.0	50.0	1.1
	2019	99	98	99.0	68	68.7	9	9.1	68	68.7	18	18.2	7	7.1	51.5	48.5	2.0
	2020	81	75	92.6	62	76.5	9	11.1	62	76.5	16	19.8	5	6.2	42.0	58.0	0.0
4	2018	100	100	100.0	64	64.0	6	6.0	69	69.0	22	22.0	6	6.0	57.0	43.0	1.0
	2019	88	82	93.2	60	68.2	9	10.2	66	75.0	15	17.0	3	3.4	47.7	52.3	0.0
	2020	91	79	86.8	68	74.7	10	11.0	73	80.2	18	19.8	4	4.4	56.0	44.0	0.0
5	2018	104	100	96.2	72	69.2	11	10.6	92	88.5	16	15.4	5	4.8	50.0	50.0	0.0
	2019	104	99	95.2	62	59.6	9	8.7	80	76.9	27	26.0	8	7.7	57.7	42.3	0.0
	2020	85	79	92.9	60	70.6	8	9.4	72	84.7	15	17.6	1	1.2	49.4	50.6	0.0
PK-5	2018	631	602	95.4	451	71.5	54	8.6	480	76.1	63	10.0	109	17.3	51.5	48.5	1.9
	2019	622	598	96.1	417	67.0	53	8.5	391	62.9	84	13.5	117	18.8	52.4	47.6	2.1
	2020	560	521	93.0	383	68.4	50	8.9	402	71.8	89	15.9	84	15.0	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	70	11,061	66	95.3	10,520	95.1	9	12.9	17.8	63	9,830	90.5	88.9
	2019	84	10,918	79	94.9	10,370	95.0	2	2.4	5.7	76	9,637	91.0	88.3
	2020	77	10,874	73	94.8	10,319	94.9	1	1.3	3.8	70	9,815	91.2	90.3
1	2018	91	11,550	87	95.0	11,055	95.7	16	17.6	16.6	82	10,347	90.1	89.6
	2019	76	11,198	73	95.6	10,715	95.7	2	2.6	5.0	71	10,069	93.2	89.9
	2020	96	11,192	91	95.0	10,678	95.4	5	5.2	3.9	92	10,139	95.9	90.6
2	2018	101	11,864	97	96.2	11,398	96.1	9	8.9	15.9	95	10,717	94.2	90.3
	2019	93	11,232	90	96.4	10,781	96.0	3	3.2	4.8	87	10,169	93.2	90.5
	2020	67	11,070	64	95.9	10,616	95.9	1	1.5	3.2	64	10,175	95.8	91.9
3	2018	93	12,536	90	97.1	12,080	96.4	10	10.8	14.4	90	11,431	97.2	91.2
	2019	97	11,452	94	97.0	11,029	96.3	2	2.1	4.6	93	10,478	95.7	91.5
	2020	83	11,093	80	97.0	10,664	96.1	0	0.0	3.5	80	10,181	96.8	91.8
4	2018	101	12,675	98	97.7	12,235	96.5	3	3.0	14.1	99	11,637	98.5	91.8
	2019	88	12,118	86	97.3	11,690	96.5	2	2.3	4.9	86	11,112	97.4	91.7
	2020	92	11,323	89	96.5	10,902	96.3	1	1.1	3.4	89	10,479	96.5	92.5
5	2018	104	12,498	101	97.1	12,078	96.6	3	2.9	6.1	101	11,513	96.9	92.1
	2019	101	12,193	98	97.1	11,779	96.6	3	3.0	4.5	98	11,300	96.8	92.7
	2020	86	11,957	83	97.2	11,518	96.3	1	1.2	3.2	83	11,098	96.7	92.8
KN-5	2018	559	72,186	539	96.5	69,366	96.1	50	8.9	14.0	530	65,475	94.8	90.7
	2019	540	69,110	521	96.4	66,364	96.0	14	2.6	4.9	511	62,765	94.7	90.8
	2020	500	67,509	481	96.1	64,698	95.8	9	1.8	3.5	478	61,887	95.6	91.7

Teachers: 40

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	5.0
Hispanic	23	57.5
White	15	37.5
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	34	85.0
Male	6	15.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	5.7	70.0
2018-19	6.7	76.3
2019-20	6.6	77.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	5	12.5
1	1	2.5
2	4	10.0
3	0	0.0
4	2	5.0
5	3	7.5
1-3	5	12.5
More than 3	30	75.0
1 - 5	10	25.0
6 - 10	10	25.0
11 - 20	12	30.0
More than 20	3	7.5

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (44)	Beginning	22	50.0	28	63.6	43	97.7	42	95.5	28	63.6
	Intermediate	18	40.9	14	31.8	0	0.0	0	0.0	15	34.1
	Advanced	2	4.5	1	2.3	0	0.0	1	2.3	0	0.0
	Advanced High	2	4.5	1	2.3	1	2.3	1	2.3	1	2.3
1 (60)	Beginning	18	30.0	21	35.0	43	71.7	45	75.0	20	33.3
	Intermediate	23	38.3	20	33.3	12	20.0	6	10.0	31	51.7
	Advanced	12	20.0	11	18.3	1	1.7	8	13.3	5	8.3
	Advanced High	7	11.7	8	13.3	4	6.7	1	1.7	4	6.7
2 (51)	Beginning	6	11.8	12	23.5	27	52.9	23	45.1	9	17.6
	Intermediate	15	29.4	32	62.7	15	29.4	15	29.4	28	54.9
	Advanced	20	39.2	5	9.8	9	17.6	10	19.6	14	27.5
	Advanced High	10	19.6	2	3.9	0	0.0	3	5.9	0	0.0
3 (63)	Beginning	1	1.6	2	3.2	30	47.6	13	20.6	2	3.2
	Intermediate	6	9.5	27	42.9	20	31.7	25	39.7	36	57.1
	Advanced	29	46.0	21	33.3	11	17.5	16	25.4	17	27.0
	Advanced High	27	42.9	13	20.6	2	3.2	9	14.3	8	12.7
4 (68)	Beginning	4	5.9	12	17.6	9	13.2	8	11.8	1	1.5
	Intermediate	22	32.4	26	38.2	25	36.8	25	36.8	35	51.5
	Advanced	31	45.6	23	33.8	25	36.8	17	25.0	22	32.4
	Advanced High	11	16.2	7	10.3	9	13.2	18	26.5	10	14.7


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
55 33 (60.0%)	Beginning	16			
	Intermediate	24	6		
	Advanced	2	3	0	
	Advanced High	0	3	1	
50 25 (50.0%)	Beginning	9			
	Intermediate	18	9		
	Advanced	1	6	7	
	Advanced High	0	0	0	
60 26 (43.3%)	Beginning	1			
	Intermediate	6	28		
	Advanced	1	11	5	
	Advanced High	0	2	6	
64 25 (39.1%)	Beginning	0			
	Intermediate	2	31		
	Advanced	0	14	8	
	Advanced High	0	2	7	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (60)	Beginning	1	1.7	7	11.7	10	16.7	5	8.3	2	3.3
	Intermediate	24	40.0	17	28.3	26	43.3	21	35.0	23	38.3
	Advanced	22	36.7	35	58.3	16	26.7	13	21.7	27	45.0
	Advanced High	13	21.7	1	1.7	8	13.3	21	35.0	8	13.3
ALL (346)	Beginning	52	15.0	82	23.7	162	46.8	136	39.3	62	17.9
	Intermediate	108	31.2	136	39.3	98	28.3	92	26.6	168	48.6
	Advanced	116	33.5	96	27.7	62	17.9	65	18.8	85	24.6
	Advanced High	70	20.2	32	9.2	24	6.9	53	15.3	31	9.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
60 11 (18.3%)	Beginning	2			
	Intermediate	0	23		
	Advanced	0	3	24	
	Advanced High	0	0	8	
289 120 (41.5%)	Beginning	28			
	Intermediate	50	97		
	Advanced	4	37	44	
	Advanced High	0	7	22	

 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

83	79.1	83.9			89.2		78.9	
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GRADE 1 READING

30	76.2	85.7			96.7		91.2	
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GRADE 1 READING SPANISH

53	81.2	87.5			94.3		89.5	
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GRADE 2 MATHEMATICS

59	76.3	83.4	85.2		88.1	96.6	76.5	92.3
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GRADE 2 READING

16	61.6	74.4	81.6		75.0	93.8	72.1	91.3
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GRADE 2 READING SPANISH

43	73.4	80.0	84.9		83.7	97.7	75.1	92.0
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GRADE 3 MATHEMATICS

79	65.0	76.6	81.5		74.7	92.4	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

2	*	*	*		*	*	57.0	*
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GRADE 3 READING

26	60.2	76.1	74.4		69.2	76.9	62.6	88.7
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GRADE 3 READING SPANISH

55	45.2	67.1	78.9		38.2	94.5	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

27	63.2	73.7	78.4		63.0	100.0	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

53	69.6	74.7	75.3		69.8	79.2	68.5	91.9
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GRADE 4 MATHEMATICS

83	80.3	85.6	84.3		88.0	95.2	71.7	90.4
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GRADE 4 READING

27	50.4	72.9	77.3		66.7	100.0	68.8	92.4
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GRADE 4 READING SPANISH

53	67.4	78.2	75.3		83.0	79.2	80.7	91.8
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GRADE 5 MATHEMATICS

84	68.3	76.8	80.1		70.2	89.3	78.3	91.9
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GRADE 5 READING

35	52.7	76.4	79.1		74.3	91.4	79.5	94.1
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GRADE 5 READING SPANISH

48	70.0	78.0	78.9		81.3	89.6	79.8	94.9
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GRADE 5 SCIENCE

46	72.5	75.8	80.8		73.9	95.7	76.5	95.9
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GRADE 5 SCIENCE SPANISH

38	64.4	71.9	80.3		52.6	84.2	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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