



School Number 225

# DANIEL WEBSTER 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	31
KN	58
1	52
2	58
3	55
4	58
5	65
ALL	377

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	166	44.0	17	56.7
American Indian/Alaska Native	1	0.3	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	199	52.8	8	26.7
White	4	1.1	3	10.0
Multiple	7	1.9	2	6.7
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	185	49.1
Economically disadvantaged	369	97.9
Limited English proficient (LEP)	161	42.7
Special education	59	15.6
Talented and Gifted (TAG)	61	16.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	48	20	41.7	0	0.0	0	0.0	27	56.3	0	0.0	1	2.1
	2019	42	14	33.3	0	0.0	0	0.0	26	61.9	0	0.0	2	4.8
	2020	31	13	41.9	0	0.0	0	0.0	16	51.6	1	3.2	1	3.2
KN	2018	72	31	43.1	0	0.0	0	0.0	40	55.6	0	0.0	1	1.4
	2019	57	24	42.1	0	0.0	0	0.0	31	54.4	1	1.8	1	1.8
	2020	58	25	43.1	1	1.7	0	0.0	27	46.6	2	3.4	3	5.2
1	2018	81	44	54.3	0	0.0	0	0.0	36	44.4	1	1.2	0	0.0
	2019	59	22	37.3	0	0.0	0	0.0	37	62.7	0	0.0	0	0.0
	2020	52	22	42.3	0	0.0	0	0.0	29	55.8	0	0.0	1	1.9
2	2018	83	33	39.8	0	0.0	0	0.0	49	59.0	1	1.2	0	0.0
	2019	70	33	47.1	0	0.0	0	0.0	36	51.4	1	1.4	0	0.0
	2020	58	25	43.1	0	0.0	0	0.0	32	55.2	0	0.0	1	1.7
3	2018	88	42	47.7	0	0.0	0	0.0	46	52.3	0	0.0	0	0.0
	2019	72	34	47.2	0	0.0	0	0.0	37	51.4	1	1.4	0	0.0
	2020	55	27	49.1	0	0.0	0	0.0	28	50.9	0	0.0	0	0.0
4	2018	79	43	54.4	0	0.0	0	0.0	33	41.8	1	1.3	2	2.5
	2019	71	31	43.7	1	1.4	0	0.0	38	53.5	1	1.4	0	0.0
	2020	58	26	44.8	0	0.0	0	0.0	31	53.4	1	1.7	0	0.0
5	2018	95	45	47.4	0	0.0	0	0.0	47	49.5	2	2.1	1	1.1
	2019	76	36	47.4	0	0.0	0	0.0	39	51.3	0	0.0	1	1.3
	2020	65	28	43.1	0	0.0	0	0.0	36	55.4	0	0.0	1	1.5
PK-5	2018	546	258	47.3	0	0.0	0	0.0	278	50.9	5	0.9	5	0.9
	2019	447	194	43.4	1	0.2	0	0.0	244	54.6	4	0.9	4	0.9
	2020	377	166	44.0	1	0.3	0	0.0	199	52.8	4	1.1	7	1.9

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	48	44	91.7	21	43.8	6	12.5	23	47.9	0	0.0	40	83.3	56.3	43.8	6.3
	2019	42	42	100.0	17	40.5	12	28.6	5	11.9	0	0.0	31	73.8	64.3	35.7	16.7
	2020	31	31	100.0	13	41.9	4	12.9	13	41.9	0	0.0	24	77.4	54.8	45.2	22.6
KN	2018	72	66	91.7	32	44.4	11	15.3	37	51.4	3	4.2	21	29.2	55.6	44.4	0.0
	2019	57	53	93.0	22	38.6	15	26.3	19	33.3	4	7.0	20	35.1	59.6	40.4	0.0
	2020	58	56	96.6	21	36.2	8	13.8	20	34.5	5	8.6	19	32.8	60.3	39.7	0.0
1	2018	81	69	85.2	30	37.0	14	17.3	21	25.9	14	17.3	15	18.5	45.7	54.3	1.2
	2019	59	58	98.3	30	50.8	4	6.8	30	50.8	7	11.9	12	20.3	45.8	54.2	0.0
	2020	52	49	94.2	23	44.2	9	17.3	24	46.2	10	19.2	12	23.1	57.7	42.3	3.8
2	2018	83	73	88.0	32	38.6	10	12.0	36	43.4	8	9.6	14	16.9	53.0	47.0	1.2
	2019	70	67	95.7	29	41.4	10	14.3	19	27.1	15	21.4	15	21.4	52.9	47.1	2.9
	2020	58	56	96.6	24	41.4	5	8.6	27	46.6	11	19.0	12	20.7	44.8	55.2	3.4
3	2018	88	82	93.2	32	36.4	11	12.5	40	45.5	8	9.1	15	17.0	48.9	51.1	1.1
	2019	72	70	97.2	27	37.5	15	20.8	29	40.3	8	11.1	10	13.9	58.3	41.7	2.8
	2020	55	54	98.2	26	47.3	12	21.8	29	52.7	13	23.6	5	9.1	50.9	49.1	3.6
4	2018	79	75	94.9	21	26.6	8	10.1	53	67.1	17	21.5	11	13.9	55.7	44.3	2.5
	2019	71	70	98.6	28	39.4	12	16.9	53	74.6	9	12.7	10	14.1	43.7	56.3	0.0
	2020	58	58	100.0	26	44.8	11	19.0	33	56.9	11	19.0	9	15.5	55.2	44.8	0.0
5	2018	95	89	93.7	34	35.8	9	9.5	77	81.1	16	16.8	12	12.6	54.7	45.3	0.0
	2019	76	70	92.1	22	28.9	10	13.2	55	72.4	15	19.7	10	13.2	59.2	40.8	0.0
	2020	65	65	100.0	28	43.1	10	15.4	39	60.0	11	16.9	4	6.2	50.8	49.2	0.0
PK-5	2018	546	498	91.2	202	37.0	69	12.6	287	52.6	66	12.1	128	23.4	52.6	47.4	1.5
	2019	447	430	96.2	175	39.1	78	17.4	210	47.0	58	13.0	108	24.2	54.4	45.6	2.5
	2020	377	369	97.9	161	42.7	59	15.6	185	49.1	61	16.2	85	22.5	53.3	46.7	3.4

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	2018	68	11,061	64	94.0	10,520	95.1	25	36.5	17.8	51	9,830	74.5	88.9
	2019	57	10,918	54	94.4	10,370	95.0	3	5.2	5.7	46	9,637	80.1	88.3
	2020	55	10,874	53	96.2	10,319	94.9	4	7.2	3.8	46	9,815	82.9	90.3
1	2018	77	11,550	74	95.8	11,055	95.7	26	33.7	16.6	63	10,347	81.6	89.6
	2019	60	11,198	58	96.3	10,715	95.7	5	8.3	5.0	49	10,069	81.1	89.9
	2020	51	11,192	49	96.0	10,678	95.4	1	2.0	3.9	45	10,139	88.9	90.6
2	2018	83	11,864	79	95.8	11,398	96.1	30	36.3	15.9	67	10,717	81.1	90.3
	2019	68	11,232	65	95.1	10,781	96.0	2	2.9	4.8	52	10,169	76.5	90.5
	2020	56	11,070	52	93.4	10,616	95.9	3	5.4	3.2	43	10,175	76.7	91.9
3	2018	81	12,536	78	96.3	12,080	96.4	32	39.4	14.4	70	11,431	86.1	91.2
	2019	68	11,452	65	94.8	11,029	96.3	9	13.2	4.6	56	10,478	82.0	91.5
	2020	58	11,093	55	95.8	10,664	96.1	7	12.2	3.5	48	10,181	83.4	91.8
4	2018	81	12,675	78	96.0	12,235	96.5	19	23.4	14.1	72	11,637	88.5	91.8
	2019	72	12,118	69	96.2	11,690	96.5	9	12.6	4.9	57	11,112	79.7	91.7
	2020	60	11,323	59	97.8	10,902	96.3	2	3.3	3.4	52	10,479	86.9	92.5
5	2018	90	12,498	86	96.1	12,078	96.6	3	3.3	6.1	77	11,513	85.8	92.1
	2019	76	12,193	73	96.0	11,779	96.6	5	6.5	4.5	68	11,300	89.1	92.7
	2020	67	11,957	64	95.3	11,518	96.3	2	3.0	3.2	59	11,098	88.2	92.8
KN-5	2018	481	72,186	460	95.7	69,366	96.1	135	28.1	14.0	400	65,475	83.2	90.7
	2019	402	69,110	384	95.5	66,364	96.0	33	8.2	4.9	328	62,765	81.6	90.8
	2020	346	67,509	332	95.7	64,698	95.8	19	5.5	3.5	293	61,887	84.6	91.7



**Teachers: 30**

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	17	56.7
Hispanic	8	26.7
White	3	10.0
Multiple	2	6.7
Other	0	0.0

Gender	Number	Percentage
Female	24	80.0
Male	6	20.0

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
<b>2017-18</b>	8.5	67.4
<b>2018-19</b>	8.0	69.2
<b>2019-20</b>	3.5	71.4

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	2	6.7
1	1	3.3
2	1	3.3
3	1	3.3
4	2	6.7
5	2	6.7
1-3	3	10.0
More than 3	25	83.3
1 - 5	7	23.3
6 - 10	5	16.7
11 - 20	11	36.7
More than 20	5	16.7

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (21)	Beginning	16	76.2	16	76.2	20	95.2	20	95.2	16	76.2
	Intermediate	4	19.0	4	19.0	0	0.0	0	0.0	4	19.0
	Advanced	1	4.8	1	4.8	1	4.8	0	0.0	1	4.8
	Advanced High	0	0.0	0	0.0	0	0.0	1	4.8	0	0.0
1 (24)	Beginning	4	16.7	4	16.7	11	45.8	13	54.2	4	16.7
	Intermediate	15	62.5	15	62.5	10	41.7	6	25.0	13	54.2
	Advanced	3	12.5	4	16.7	3	12.5	4	16.7	7	29.2
	Advanced High	2	8.3	1	4.2	0	0.0	1	4.2	0	0.0
2 (25)	Beginning	1	4.8	6	28.6	8	32.0	9	36.0	3	14.3
	Intermediate	7	33.3	13	61.9	10	40.0	11	44.0	13	61.9
	Advanced	11	52.4	2	9.5	5	20.0	4	16.0	5	23.8
	Advanced High	2	9.5	0	0.0	2	8.0	1	4.0	0	0.0
3 (26)	Beginning	2	7.7	1	3.8	7	26.9	7	26.9	1	3.8
	Intermediate	2	7.7	12	46.2	9	34.6	7	26.9	10	38.5
	Advanced	6	23.1	7	26.9	8	30.8	7	26.9	10	38.5
	Advanced High	16	61.5	6	23.1	2	7.7	5	19.2	5	19.2
4 (26)	Beginning	5	19.2	4	15.4	7	26.9	8	30.8	4	15.4
	Intermediate	13	50.0	8	30.8	8	30.8	11	42.3	14	53.8
	Advanced	6	23.1	13	50.0	11	42.3	4	15.4	6	23.1
	Advanced High	2	7.7	1	3.8	0	0.0	3	11.5	2	7.7


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
20 13 (65.0%)	Beginning	2			
	Intermediate	9	4		
	Advanced	3	1	1	
	Advanced High	0	0	0	
24 1 (4.2%)	Beginning	2			
	Intermediate	1	12		
	Advanced	0	0	5	
	Advanced High	0	0	0	
25 13 (52.0%)	Beginning	1			
	Intermediate	2	7		
	Advanced	0	6	4	
	Advanced High	0	1	4	
25 5 (20.0%)	Beginning	3			
	Intermediate	3	11		
	Advanced	0	0	6	
	Advanced High	0	0	2	

**PERFORMANCE IN 2020**

Grade 2019-20  (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5  (28)	Beginning	5	17.9	3	10.7	2	7.1	3	10.7	2	7.1
	Intermediate	6	21.4	14	50.0	5	17.9	5	17.9	7	25.0
	Advanced	10	35.7	8	28.6	9	32.1	9	32.1	12	42.9
	Advanced High	7	25.0	3	10.7	12	42.9	11	39.3	7	25.0
ALL  (150)	Beginning	33	22.6	34	23.3	55	36.7	60	40.0	30	20.5
	Intermediate	47	32.2	66	45.2	42	28.0	40	26.7	61	41.8
	Advanced	37	25.3	35	24.0	37	24.7	28	18.7	41	28.1
	Advanced High	29	19.9	11	7.5	16	10.7	22	14.7	14	9.6

**PROGRESSION FROM 2019 TO 2020**

Number Rated Both Years  N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
25  14 (56.0%)	Beginning	0			
	Intermediate	3	4		
	Advanced	0	4	7	
	Advanced High	0	1	6	
120  47 (39.2%)	Beginning	8			
	Intermediate	18	38		
	Advanced	4	11	23	
	Advanced High	0	2	12	

 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**

46	75.5	81.1			76.1		78.9	
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**GRADE 1 READING**

27	73.3	84.0			92.6		91.2	
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**GRADE 1 READING SPANISH**

19	79.2	86.1			94.7		89.5	
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**GRADE 2 MATHEMATICS**

48	65.7	76.1	77.1		66.7	77.1	76.5	92.3
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**GRADE 2 READING**

23	61.7	74.5	79.7		56.5	91.3	72.1	91.3
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**GRADE 2 READING SPANISH**

25	63.0	72.3	79.0		60.0	80.0	75.1	92.0
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**GRADE 3 MATHEMATICS**

52	58.3	72.2	73.5		61.5	63.5	70.6	90.8
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**GRADE 3 READING**

29	47.2	68.3	74.3		51.7	75.9	62.6	88.7
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**GRADE 3 READING SPANISH**

23	52.6	71.6	82.9		47.8	87.0	57.7	88.7
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**GRADE 4 LANGUAGE ARTS**

32	60.7	71.9	78.1		65.6	81.3	68.3	91.7
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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 READING**

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**GRADE 3 READING SPANISH**

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**GRADE 4 LANGUAGE ARTS**

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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 SPANISH**

23	59.8	66.5	79.3		39.1	91.3	68.5	91.9
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**GRADE 4 MATHEMATICS**

57	65.7	74.9	74.2		66.7	68.4	71.7	90.4
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**GRADE 4 READING**

33	53.5	74.6	78.3		75.8	81.8	68.8	92.4
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**GRADE 4 READING SPANISH**

23	55.9	70.6	79.3		65.2	91.3	80.7	91.8
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**GRADE 5 MATHEMATICS**

59	74.0	80.9	85.9		81.4	89.8	78.3	91.9
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**GRADE 5 MATHEMATICS SPANISH**

2	*	*	*		*	*	56.2	*
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**GRADE 5 READING**

37	50.4	75.2	81.5		70.3	94.6	79.5	94.1
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**GRADE 5 READING SPANISH**

23	69.2	77.4	80.8		87.0	91.3	79.8	94.9
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**GRADE 5 SCIENCE**

37	70.9	74.3	89.9		70.3	97.3	76.5	95.9
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**GRADE 5 SCIENCE SPANISH**

23	74.1	79.5	84.8		78.3	91.3	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 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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