



School Number 104

# WILLIAM M. ANDERSON 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	81
KN	93
1	86
2	96
3	89
4	76
5	102
ALL	623

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	50	8.0	8	19.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	558	89.6	23	54.8
White	10	1.6	7	16.7
Multiple	5	0.8	1	2.4
Other* (teachers only)	—	—	3	7.1
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	435	69.8
Economically disadvantaged	609	97.8
Limited English proficient (LEP)	426	68.4
Special education	54	8.7
Talented and Gifted (TAG)	101	16.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	72	4	5.6	0	0.0	0	0.0	68	94.4	0	0.0	0	0.0
	2019	80	6	7.5	3	3.8	0	0.0	70	87.5	1	1.3	0	0.0
	2020	81	5	6.2	0	0.0	0	0.0	75	92.6	1	1.2	0	0.0
KN	2018	91	7	7.7	0	0.0	0	0.0	83	91.2	1	1.1	0	0.0
	2019	85	9	10.6	0	0.0	0	0.0	74	87.1	2	2.4	0	0.0
	2020	93	8	8.6	0	0.0	0	0.0	81	87.1	3	3.2	1	1.1
1	2018	100	11	11.0	0	0.0	0	0.0	86	86.0	1	1.0	2	2.0
	2019	100	4	4.0	0	0.0	0	0.0	93	93.0	2	2.0	1	1.0
	2020	86	13	15.1	0	0.0	0	0.0	71	82.6	2	2.3	0	0.0
2	2018	106	10	9.4	0	0.0	0	0.0	93	87.7	1	0.9	2	1.9
	2019	99	9	9.1	0	0.0	0	0.0	87	87.9	1	1.0	2	2.0
	2020	96	5	5.2	0	0.0	0	0.0	88	91.7	2	2.1	1	1.0
3	2018	116	8	6.9	0	0.0	0	0.0	105	90.5	2	1.7	1	0.9
	2019	84	6	7.1	0	0.0	0	0.0	76	90.5	1	1.2	1	1.2
	2020	89	6	6.7	0	0.0	0	0.0	81	91.0	0	0.0	2	2.2
4	2018	104	9	8.7	0	0.0	0	0.0	93	89.4	1	1.0	1	1.0
	2019	112	10	8.9	0	0.0	0	0.0	100	89.3	2	1.8	0	0.0
	2020	76	5	6.6	0	0.0	0	0.0	70	92.1	0	0.0	1	1.3
5	2018	108	12	11.1	0	0.0	0	0.0	96	88.9	0	0.0	0	0.0
	2019	109	9	8.3	0	0.0	0	0.0	96	88.1	4	3.7	0	0.0
	2020	102	8	7.8	0	0.0	0	0.0	92	90.2	2	2.0	0	0.0
PK-5	2018	697	61	8.8	0	0.0	0	0.0	624	89.5	6	0.9	6	0.9
	2019	669	53	7.9	3	0.4	0	0.0	596	89.1	13	1.9	4	0.6
	2020	623	50	8.0	0	0.0	0	0.0	558	89.6	10	1.6	5	0.8

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	72	66	91.7	46	63.9	2	2.8	46	63.9	0	0.0	66	91.7	51.4	48.6	6.9
	2019	80	80	100.0	61	76.3	3	3.8	8	10.0	0	0.0	73	91.3	56.3	43.8	8.8
	2020	81	81	100.0	60	74.1	1	1.2	59	72.8	0	0.0	75	92.6	46.9	53.1	7.4
KN	2018	91	80	87.9	60	65.9	0	0.0	62	68.1	9	9.9	21	23.1	45.1	54.9	1.1
	2019	85	81	95.3	51	60.0	2	2.4	45	52.9	8	9.4	19	22.4	52.9	47.1	0.0
	2020	93	91	97.8	67	72.0	6	6.5	66	71.0	5	5.4	24	25.8	55.9	44.1	1.1
1	2018	100	93	93.0	66	66.0	9	9.0	67	67.0	3	3.0	9	9.0	45.0	55.0	2.0
	2019	100	100	100.0	64	64.0	5	5.0	66	66.0	13	13.0	5	5.0	47.0	53.0	3.0
	2020	86	82	95.3	46	53.5	9	10.5	44	51.2	19	22.1	6	7.0	55.8	44.2	1.2
2	2018	106	99	93.4	72	67.9	8	7.5	75	70.8	5	4.7	5	4.7	50.0	50.0	1.9
	2019	99	97	98.0	67	67.7	14	14.1	69	69.7	6	6.1	1	1.0	50.5	49.5	11.1
	2020	96	96	100.0	60	62.5	9	9.4	60	62.5	20	20.8	6	6.3	47.9	52.1	2.1
3	2018	116	110	94.8	84	72.4	7	6.0	87	75.0	19	16.4	13	11.2	45.7	54.3	1.7
	2019	84	82	97.6	59	70.2	6	7.1	59	70.2	9	10.7	5	6.0	40.5	59.5	0.0
	2020	89	87	97.8	61	68.5	11	12.4	61	68.5	15	16.9	5	5.6	48.3	51.7	0.0
4	2018	104	101	97.1	70	67.3	5	4.8	79	76.0	14	13.5	4	3.8	51.0	49.0	0.0
	2019	112	108	96.4	84	75.0	7	6.3	86	76.8	21	18.8	7	6.3	42.9	57.1	0.0
	2020	76	76	100.0	55	72.4	8	10.5	63	82.9	17	22.4	3	3.9	34.2	65.8	0.0
5	2018	108	102	94.4	74	68.5	12	11.1	96	88.9	17	15.7	11	10.2	58.3	41.7	0.0
	2019	109	106	97.2	77	70.6	6	5.5	89	81.7	16	14.7	9	8.3	49.5	50.5	0.0
	2020	102	96	94.1	77	75.5	10	9.8	82	80.4	25	24.5	5	4.9	41.2	58.8	1.0
PK-5	2018	697	651	93.4	472	67.7	43	6.2	512	73.5	67	9.6	129	18.5	49.5	50.5	1.7
	2019	669	654	97.8	463	69.2	43	6.4	422	63.1	73	10.9	119	17.8	48.3	51.7	3.1
	2020	623	609	97.8	426	68.4	54	8.7	435	69.8	101	16.2	124	19.9	47.4	52.6	1.8

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	90	11,061	87	96.3	10,520	95.1	7	7.7	17.8	84	9,830	92.8	88.9
	2019	86	10,918	82	94.6	10,370	95.0	1	1.2	5.7	76	9,637	88.2	88.3
	2020	91	10,874	87	95.5	10,319	94.9	0	0.0	3.8	86	9,815	94.4	90.3
1	2018	98	11,550	94	95.8	11,055	95.7	14	14.3	16.6	89	10,347	90.8	89.6
	2019	99	11,198	95	96.3	10,715	95.7	5	5.1	5.0	94	10,069	95.2	89.9
	2020	89	11,192	85	95.7	10,678	95.4	3	3.4	3.9	79	10,139	89.2	90.6
2	2018	104	11,864	101	96.6	11,398	96.1	7	6.7	15.9	99	10,717	94.9	90.3
	2019	103	11,232	99	96.7	10,781	96.0	3	2.9	4.8	98	10,169	95.6	90.5
	2020	98	11,070	95	96.6	10,616	95.9	3	3.0	3.2	92	10,175	93.5	91.9
3	2018	114	12,536	111	97.4	12,080	96.4	8	7.0	14.4	111	11,431	97.5	91.2
	2019	84	11,452	80	96.1	11,029	96.3	2	2.4	4.6	76	10,478	91.0	91.5
	2020	92	11,093	89	96.3	10,664	96.1	1	1.1	3.5	88	10,181	95.6	91.8
4	2018	103	12,675	100	97.0	12,235	96.5	11	10.7	14.1	97	11,637	94.3	91.8
	2019	114	12,118	110	96.7	11,690	96.5	1	0.9	4.9	108	11,112	95.1	91.7
	2020	80	11,323	77	96.3	10,902	96.3	2	2.5	3.4	72	10,479	90.0	92.5
5	2018	106	12,498	104	98.3	12,078	96.6	0	0.0	6.1	101	11,513	95.1	92.1
	2019	103	12,193	101	97.5	11,779	96.6	2	1.9	4.5	99	11,300	96.0	92.7
	2020	101	11,957	98	97.9	11,518	96.3	2	2.0	3.2	98	11,098	97.5	92.8
KN-5	2018	616	72,186	597	97.0	69,366	96.1	47	7.6	14.0	581	65,475	94.4	90.7
	2019	588	69,110	566	96.4	66,364	96.0	14	2.4	4.9	551	62,765	93.8	90.8
	2020	551	67,509	531	96.4	64,698	95.8	11	2.0	3.5	515	61,887	93.5	91.7



Teachers: 42

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	8	19.0
Hispanic	23	54.8
White	7	16.7
Multiple	1	2.4
Other	3	7.1

Gender	Number	Percentage
Female	30	71.4
Male	12	28.6

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	6.7	85.4
2018-19	5.2	84.1
2019-20	4.9	90.2

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	2.4
2	1	2.4
3	8	19.0
4	0	0.0
5	2	4.8
1-3	10	23.8
More than 3	32	76.2
1 - 5	12	28.6
6 - 10	3	7.1
11 - 20	20	47.6
More than 20	7	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 (66)	Beginning	48	72.7	50	75.8	64	97.0	63	95.5	50	75.8
	Intermediate	11	16.7	11	16.7	1	1.5	2	3.0	14	21.2
	Advanced	5	7.6	4	6.1	0	0.0	0	0.0	1	1.5
	Advanced High	2	3.0	1	1.5	1	1.5	1	1.5	1	1.5
1 (47)	Beginning	5	10.6	5	10.6	24	51.1	19	40.4	5	10.6
	Intermediate	23	48.9	27	57.4	19	40.4	20	42.6	25	53.2
	Advanced	19	40.4	15	31.9	4	8.5	8	17.0	17	36.2
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (56)	Beginning	2	3.7	6	11.1	0	0.0	17	31.5	0	0.0
	Intermediate	13	24.1	28	51.9	0	0.0	20	37.0	0	0.0
	Advanced	25	46.3	12	22.2	0	0.0	10	18.5	0	0.0
	Advanced High	14	25.9	8	14.8	0	0.0	7	13.0	0	0.0
3 (61)	Beginning	4	6.6	11	18.0	0	0.0	15	25.9	0	0.0
	Intermediate	6	9.8	30	49.2	0	0.0	14	24.1	0	0.0
	Advanced	20	32.8	12	19.7	0	0.0	10	17.2	0	0.0
	Advanced High	31	50.8	8	13.1	0	0.0	19	32.8	0	0.0
4 (56)	Beginning	6	11.1	2	3.7	0	0.0	6	11.5	0	0.0
	Intermediate	22	40.7	16	29.6	0	0.0	18	34.6	0	0.0
	Advanced	18	33.3	31	57.4	0	0.0	15	28.8	0	0.0
	Advanced High	8	14.8	5	9.3	0	0.0	13	25.0	0	0.0


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
43 37 (86.0%)	Beginning	3			
	Intermediate	21	3		
	Advanced	8	8	0	
	Advanced High	0	0	0	
56 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
59 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
52 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 (76)	Beginning	6	8.0	2	2.7	0	0.0	8	10.8	0	0.0
	Intermediate	24	32.0	25	33.3	0	0.0	17	23.0	0	0.0
	Advanced	16	21.3	38	50.7	0	0.0	19	25.7	0	0.0
	Advanced High	29	38.7	10	13.3	0	0.0	30	40.5	0	0.0
ALL (362)	Beginning	71	19.9	76	21.3	88	77.9	128	36.5	55	48.7
	Intermediate	99	27.7	137	38.4	20	17.7	91	25.9	39	34.5
	Advanced	103	28.9	112	31.4	4	3.5	62	17.7	18	15.9
	Advanced High	84	23.5	32	9.0	1	0.9	70	19.9	1	0.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
75	Beginning	0			
0 (0.0%)	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
	Beginning	3			
285	Intermediate	21	3		
37 (13.0%)	Advanced	8	8	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**

81	80.9	85.3			88.9		78.9	
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**GRADE 1 READING**

35	70.0	82.0			91.4		91.2	
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**GRADE 1 READING SPANISH**

46	86.6	91.1			95.7		89.5	
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**GRADE 2 MATHEMATICS**

89	80.8	86.6	81.8		89.9	92.1	76.5	92.3
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**GRADE 2 READING**

25	70.8	80.5	85.2		88.0	100.0	72.1	91.3
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**GRADE 2 READING SPANISH**

64	73.8	80.4	78.5		71.9	85.9	75.1	92.0
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**GRADE 3 MATHEMATICS**

80	79.1	86.1	85.8		96.3	100.0	70.6	90.8
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**GRADE 3 READING**

29	52.9	71.8	78.3		58.6	100.0	62.6	88.7
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**GRADE 3 READING SPANISH**

50	64.1	78.5	78.3		72.0	96.0	57.7	88.7
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**GRADE 4 LANGUAGE ARTS**

23	59.6	71.1	83.6		65.2	100.0	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**

46	66.9	72.4	79.3		63.0	97.8	68.5	91.9
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**GRADE 4 MATHEMATICS**

71	69.3	77.5	83.0		70.4	100.0	71.7	90.4
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**GRADE 4 READING**

24	45.4	70.2	81.6		45.8	100.0	68.8	92.4
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**GRADE 4 READING SPANISH**

46	76.2	84.1	79.3		97.8	97.8	80.7	91.8
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**GRADE 5 MATHEMATICS**

95	76.7	83.0	83.7		85.3	95.8	78.3	91.9
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**GRADE 5 READING**

31	55.4	77.7	84.4		87.1	100.0	79.5	94.1
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**GRADE 5 READING SPANISH**

64	75.1	81.8	82.3		84.4	95.3	79.8	94.9
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**GRADE 5 SCIENCE**

31	80.4	82.7	82.9		90.3	93.5	76.5	95.9
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**GRADE 5 SCIENCE SPANISH**

64	83.8	87.2	85.2		93.8	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 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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