



School Number 180

# B.H. MACON 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	90
KN	58
1	75
2	59
3	68
4	68
5	61
ALL	479

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	28	5.8	5	14.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	436	91.0	19	54.3
White	4	0.8	11	31.4
Multiple	11	2.3	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	306	63.9
Economically disadvantaged	446	93.1
Limited English proficient (LEP)	297	62.0
Special education	55	11.5
Talented and Gifted (TAG)	81	16.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	68	4	5.9	0	0.0	0	0.0	63	92.6	1	1.5	0	0.0
	2019	89	7	7.9	1	1.1	0	0.0	79	88.8	0	0.0	2	2.2
	2020	90	4	4.4	0	0.0	0	0.0	79	87.8	3	3.3	4	4.4
KN	2018	51	3	5.9	0	0.0	0	0.0	45	88.2	3	5.9	0	0.0
	2019	81	5	6.2	0	0.0	0	0.0	73	90.1	2	2.5	1	1.2
	2020	58	4	6.9	0	0.0	0	0.0	51	87.9	0	0.0	3	5.2
1	2018	75	3	4.0	0	0.0	0	0.0	71	94.7	1	1.3	0	0.0
	2019	55	4	7.3	0	0.0	0	0.0	49	89.1	2	3.6	0	0.0
	2020	75	5	6.7	0	0.0	0	0.0	69	92.0	0	0.0	1	1.3
2	2018	77	3	3.9	0	0.0	0	0.0	72	93.5	0	0.0	2	2.6
	2019	76	6	7.9	0	0.0	0	0.0	69	90.8	1	1.3	0	0.0
	2020	59	3	5.1	0	0.0	0	0.0	55	93.2	1	1.7	0	0.0
3	2018	68	5	7.4	0	0.0	0	0.0	61	89.7	2	2.9	0	0.0
	2019	73	2	2.7	0	0.0	0	0.0	69	94.5	0	0.0	2	2.7
	2020	68	5	7.4	0	0.0	0	0.0	62	91.2	0	0.0	1	1.5
4	2018	93	2	2.2	1	1.1	0	0.0	89	95.7	1	1.1	0	0.0
	2019	68	6	8.8	0	0.0	0	0.0	62	91.2	0	0.0	0	0.0
	2020	68	2	2.9	0	0.0	0	0.0	64	94.1	0	0.0	2	2.9
5	2018	81	1	1.2	0	0.0	0	0.0	79	97.5	1	1.2	0	0.0
	2019	92	3	3.3	1	1.1	0	0.0	86	93.5	2	2.2	0	0.0
	2020	61	5	8.2	0	0.0	0	0.0	56	91.8	0	0.0	0	0.0
PK-5	2018	513	21	4.1	1	0.2	0	0.0	480	93.6	9	1.8	2	0.4
	2019	534	33	6.2	2	0.4	0	0.0	487	91.2	7	1.3	5	0.9
	2020	479	28	5.8	0	0.0	0	0.0	436	91.0	4	0.8	11	2.3

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	68	59	86.8	51	75.0	1	1.5	52	76.5	0	0.0	63	92.6	47.1	52.9	5.9
	2019	89	87	97.8	53	59.6	12	13.5	2	2.2	0	0.0	85	95.5	40.4	59.6	1.1
	2020	90	90	100.0	51	56.7	4	4.4	51	56.7	0	0.0	65	72.2	53.3	46.7	28.9
KN	2018	51	42	82.4	34	66.7	1	2.0	34	66.7	9	17.6	9	17.6	49.0	51.0	0.0
	2019	81	78	96.3	55	67.9	8	9.9	49	60.5	12	14.8	10	12.3	49.4	50.6	0.0
	2020	58	50	86.2	33	56.9	17	29.3	32	55.2	11	19.0	4	6.9	46.6	53.4	3.4
1	2018	75	42	56.0	52	69.3	5	6.7	53	70.7	9	12.0	4	5.3	52.0	48.0	1.3
	2019	55	49	89.1	35	63.6	3	5.5	33	60.0	8	14.5	3	5.5	49.1	50.9	5.5
	2020	75	72	96.0	52	69.3	5	6.7	52	69.3	15	20.0	7	9.3	49.3	50.7	0.0
2	2018	77	68	88.3	50	64.9	6	7.8	50	64.9	16	20.8	6	7.8	51.9	48.1	5.2
	2019	76	74	97.4	50	65.8	5	6.6	47	61.8	12	15.8	4	5.3	51.3	48.7	0.0
	2020	59	54	91.5	38	64.4	7	11.9	39	66.1	9	15.3	8	13.6	49.2	50.8	0.0
3	2018	68	64	94.1	37	54.4	7	10.3	25	36.8	18	26.5	6	8.8	55.9	44.1	0.0
	2019	73	68	93.2	48	65.8	4	5.5	46	63.0	17	23.3	3	4.1	49.3	50.7	2.7
	2020	68	65	95.6	46	67.6	7	10.3	46	67.6	11	16.2	1	1.5	50.0	50.0	0.0
4	2018	93	86	92.5	63	67.7	10	10.8	71	76.3	18	19.4	9	9.7	55.9	44.1	0.0
	2019	68	66	97.1	34	50.0	10	14.7	34	50.0	20	29.4	3	4.4	57.4	42.6	0.0
	2020	68	61	89.7	44	64.7	8	11.8	49	72.1	13	19.1	7	10.3	50.0	50.0	0.0
5	2018	81	78	96.3	49	60.5	6	7.4	65	80.2	16	19.8	6	7.4	48.1	51.9	1.2
	2019	92	88	95.7	65	70.7	11	12.0	75	81.5	19	20.7	5	5.4	59.8	40.2	1.1
	2020	61	54	88.5	33	54.1	7	11.5	37	60.7	22	36.1	2	3.3	57.4	42.6	3.3
PK-5	2018	513	439	85.6	336	65.5	36	7.0	350	68.2	86	16.8	103	20.1	51.7	48.3	1.9
	2019	534	510	95.5	340	63.7	53	9.9	286	53.6	88	16.5	113	21.2	50.9	49.1	1.3
	2020	479	446	93.1	297	62.0	55	11.5	306	63.9	81	16.9	94	19.6	50.9	49.1	6.3

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	54	11,061	51	94.6	10,520	95.1	3	5.5	17.8	46	9,830	84.6	88.9
	2019	81	10,918	76	94.0	10,370	95.0	3	3.7	5.7	73	9,637	90.2	88.3
	2020	57	10,874	54	95.9	10,319	94.9	1	1.8	3.8	54	9,815	95.4	90.3
1	2018	74	11,550	71	95.9	11,055	95.7	7	9.5	16.6	64	10,347	87.0	89.6
	2019	54	11,198	51	95.5	10,715	95.7	1	1.9	5.0	47	10,069	87.3	89.9
	2020	76	11,192	73	95.3	10,678	95.4	3	3.9	3.9	73	10,139	95.8	90.6
2	2018	75	11,864	72	96.1	11,398	96.1	5	6.6	15.9	69	10,717	91.7	90.3
	2019	74	11,232	72	96.2	10,781	96.0	1	1.3	4.8	70	10,169	94.1	90.5
	2020	59	11,070	56	94.9	10,616	95.9	2	3.4	3.2	57	10,175	96.4	91.9
3	2018	69	12,536	68	97.4	12,080	96.4	1	1.4	14.4	67	11,431	96.6	91.2
	2019	74	11,452	72	96.6	11,029	96.3	0	0.0	4.6	71	10,478	95.7	91.5
	2020	69	11,093	66	95.5	10,664	96.1	1	1.4	3.5	67	10,181	96.8	91.8
4	2018	92	12,675	88	96.2	12,235	96.5	7	7.6	14.1	87	11,637	95.1	91.8
	2019	67	12,118	65	96.9	11,690	96.5	3	4.4	4.9	66	11,112	97.8	91.7
	2020	67	11,323	65	96.4	10,902	96.3	1	1.5	3.4	65	10,479	96.4	92.5
5	2018	80	12,498	77	96.2	12,078	96.6	2	2.5	6.1	75	11,513	94.2	92.1
	2019	93	12,193	90	96.4	11,779	96.6	0	0.0	4.5	88	11,300	94.5	92.7
	2020	60	11,957	57	96.1	11,518	96.3	1	1.7	3.2	56	11,098	94.0	92.8
KN-5	2018	444	72,186	427	96.1	69,366	96.1	25	5.6	14.0	408	65,475	92.0	90.7
	2019	444	69,110	426	95.9	66,364	96.0	8	1.8	4.9	415	62,765	93.5	90.8
	2020	388	67,509	371	95.7	64,698	95.8	9	2.3	3.5	372	61,887	95.9	91.7



Teachers: 35

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	5	14.3
Hispanic	19	54.3
White	11	31.4
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	31	88.6
Male	4	11.4

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	7.2	78.9
2018-19	6.8	85.7
2019-20	6.8	90.9

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	2.9
2	3	8.6
3	4	11.4
4	3	8.6
5	1	2.9
1-3	8	22.9
More than 3	27	77.1
1 - 5	12	34.3
6 - 10	9	25.7
11 - 20	10	28.6
More than 20	4	11.4

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (33)	Beginning	32	97.0	32	97.0	32	97.0	32	97.0	32	97.0
	Intermediate	1	3.0	1	3.0	1	3.0	1	3.0	1	3.0
	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 (53)	Beginning	23	43.4	25	47.2	50	94.3	47	88.7	25	47.2
	Intermediate	23	43.4	23	43.4	1	1.9	3	5.7	26	49.1
	Advanced	6	11.3	4	7.5	1	1.9	2	3.8	1	1.9
	Advanced High	1	1.9	1	1.9	1	1.9	1	1.9	1	1.9
2 (39)	Beginning	7	17.9	21	53.8	0	0.0	23	59.0	0	0.0
	Intermediate	15	38.5	14	35.9	0	0.0	13	33.3	0	0.0
	Advanced	11	28.2	3	7.7	0	0.0	3	7.7	0	0.0
	Advanced High	6	15.4	1	2.6	0	0.0	0	0.0	0	0.0
3 (46)	Beginning	2	4.3	11	23.9	0	0.0	13	28.3	0	0.0
	Intermediate	9	19.6	27	58.7	0	0.0	23	50.0	0	0.0
	Advanced	21	45.7	7	15.2	0	0.0	5	10.9	0	0.0
	Advanced High	14	30.4	1	2.2	0	0.0	5	10.9	0	0.0
4 (45)	Beginning	11	24.4	10	22.2	4	9.8	5	11.1	3	7.3
	Intermediate	13	28.9	20	44.4	14	34.1	23	51.1	21	51.2
	Advanced	13	28.9	14	31.1	17	41.5	5	11.1	13	31.7
	Advanced High	8	17.8	1	2.2	6	14.6	12	26.7	4	9.8

PROGRESSION FROM 2019 TO 2020


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
49 9 (18.4%)	Beginning	21			
	Intermediate	8	18		
	Advanced	0	0	1	
	Advanced High	0	0	1	
36 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	
42 5 (11.9%)	Beginning	1			
	Intermediate	0	20		
	Advanced	0	1	12	
	Advanced High	0	0	4	

**PERFORMANCE IN 2020**

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (33)	Beginning	2	6.1	8	24.2	1	6.7	2	6.1	1	6.7
	Intermediate	9	27.3	18	54.5	1	6.7	6	18.2	3	20.0
	Advanced	9	27.3	7	21.2	3	20.0	12	36.4	9	60.0
	Advanced High	13	39.4	0	0.0	10	66.7	13	39.4	2	13.3
ALL (249)	Beginning	77	30.9	107	43.0	87	61.3	122	49.0	61	43.0
	Intermediate	70	28.1	103	41.4	17	12.0	69	27.7	51	35.9
	Advanced	60	24.1	35	14.1	21	14.8	27	10.8	23	16.2
	Advanced High	42	16.9	4	1.6	17	12.0	31	12.4	7	4.9

**PROGRESSION FROM 2019 TO 2020**

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
31  6 (19.4%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	4	5	
	Advanced High	0	0	2	
204  20 (9.8%)	Beginning	22			
	Intermediate	8	41		
	Advanced	0	5	18	
	Advanced High	0	0	7	

 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**

72	72.4	78.7			76.4		78.9	
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**GRADE 1 READING**

23	77.4	86.4			91.3		91.2	
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**GRADE 1 READING SPANISH**

49	80.7	87.1			91.8		89.5	
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**GRADE 2 MATHEMATICS**

58	63.3	74.4	81.3		65.5	82.8	76.5	92.3
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**GRADE 2 READING**

16	74.1	82.7	89.9		93.8	100.0	72.1	91.3
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**GRADE 2 READING SPANISH**

42	59.6	69.7	80.7		52.4	92.9	75.1	92.0
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**GRADE 3 MATHEMATICS**

68	67.1	78.1	79.2		75.0	88.2	70.6	90.8
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**GRADE 3 READING**

22	60.9	76.5	82.0		77.3	95.5	62.6	88.7
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**GRADE 3 READING SPANISH**

46	43.0	65.8	78.4		34.8	91.3	57.7	88.7
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**GRADE 4 LANGUAGE ARTS**

29	69.6	78.3	84.0		86.2	96.6	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**

38	64.6	70.5	80.1		55.3	97.4	68.5	91.9
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**GRADE 4 MATHEMATICS**

64	74.0	81.0	81.3		75.0	92.2	71.7	90.4
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**GRADE 4 MATHEMATICS SPANISH**

3	*	*	*		*	*	50.4	*
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**GRADE 4 READING**

29	57.9	77.1	86.7		75.9	96.6	68.8	92.4
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**GRADE 4 READING SPANISH**

38	59.1	72.7	80.1		60.5	97.4	80.7	91.8
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**GRADE 5 MATHEMATICS**

58	73.9	80.9	82.5		77.6	87.9	78.3	91.9
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**GRADE 5 READING**

42	55.6	77.8	76.5		83.3	78.6	79.5	94.1
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**GRADE 5 READING SPANISH**

16	67.3	76.1	78.4		68.8	81.3	79.8	94.9
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**GRADE 5 SCIENCE**

58	81.5	83.7	87.9		89.7	94.8	76.5	95.9
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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 MATHEMATICS SPANISH**

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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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