



School Number 188

# MOUNT AUBURN STEAM ACADEMY

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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	87
KN	72
1	62
2	71
3	70
4	90
5	103
ALL	555

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	35	6.3	3	8.6
American Indian/Alaska Native	3	0.5	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	502	90.5	16	45.7
White	9	1.6	15	42.9
Multiple	6	1.1	0	0.0
Other* (teachers only)	—	—	1	2.9
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	318	57.3
Economically disadvantaged	507	91.4
Limited English proficient (LEP)	295	53.2
Special education	61	11.0
Talented and Gifted (TAG)	116	20.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	89	6	6.7	0	0.0	0	0.0	82	92.1	1	1.1	0	0.0
	2019	81	4	4.9	0	0.0	0	0.0	71	87.7	3	3.7	1	1.2
	2020	87	5	5.7	0	0.0	0	0.0	79	90.8	1	1.1	2	2.3
KN	2018	76	1	1.3	0	0.0	1	1.3	72	94.7	2	2.6	0	0.0
	2019	56	8	14.3	0	0.0	0	0.0	47	83.9	1	1.8	0	0.0
	2020	72	5	6.9	0	0.0	0	0.0	64	88.9	1	1.4	2	2.8
1	2018	84	2	2.4	0	0.0	0	0.0	79	94.0	3	3.6	0	0.0
	2019	67	2	3.0	0	0.0	0	0.0	65	97.0	0	0.0	0	0.0
	2020	62	5	8.1	0	0.0	0	0.0	55	88.7	1	1.6	1	1.6
2	2018	79	5	6.3	1	1.3	0	0.0	72	91.1	1	1.3	0	0.0
	2019	79	3	3.8	0	0.0	0	0.0	76	96.2	0	0.0	0	0.0
	2020	71	5	7.0	0	0.0	0	0.0	65	91.5	1	1.4	0	0.0
3	2018	106	7	6.6	1	0.9	0	0.0	97	91.5	1	0.9	0	0.0
	2019	74	5	6.8	1	1.4	0	0.0	66	89.2	2	2.7	0	0.0
	2020	70	3	4.3	0	0.0	0	0.0	66	94.3	1	1.4	0	0.0
4	2018	101	5	5.0	0	0.0	0	0.0	93	92.1	2	2.0	0	0.0
	2019	97	7	7.2	1	1.0	0	0.0	89	91.8	0	0.0	0	0.0
	2020	90	7	7.8	1	1.1	0	0.0	79	87.8	3	3.3	0	0.0
5	2018	106	7	6.6	1	0.9	1	0.9	96	90.6	1	0.9	0	0.0
	2019	101	6	5.9	0	0.0	1	1.0	93	92.1	1	1.0	0	0.0
	2020	103	5	4.9	2	1.9	0	0.0	94	91.3	1	1.0	1	1.0
PK-5	2018	641	33	5.1	3	0.5	2	0.3	591	92.2	11	1.7	0	0.0
	2019	555	35	6.3	2	0.4	1	0.2	507	91.4	7	1.3	1	0.2
	2020	555	35	6.3	3	0.5	0	0.0	502	90.5	9	1.6	6	1.1

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	89	82	92.1	52	58.4	5	5.6	52	58.4	0	0.0	69	77.5	51.7	48.3	21.3
	2019	81	80	98.8	60	74.1	5	6.2	17	21.0	0	0.0	64	79.0	39.5	60.5	22.2
	2020	87	86	98.9	56	64.4	3	3.4	53	60.9	0	0.0	67	77.0	51.7	48.3	24.1
KN	2018	76	64	84.2	34	44.7	6	7.9	34	44.7	4	5.3	18	23.7	52.6	47.4	0.0
	2019	56	52	92.9	25	44.6	4	7.1	25	44.6	0	0.0	8	14.3	55.4	44.6	0.0
	2020	72	66	91.7	43	59.7	5	6.9	44	61.1	7	9.7	17	23.6	44.4	55.6	0.0
1	2018	84	74	88.1	45	53.6	10	11.9	45	53.6	11	13.1	5	6.0	57.1	42.9	3.6
	2019	67	62	92.5	34	50.7	5	7.5	31	46.3	17	25.4	2	3.0	52.2	47.8	0.0
	2020	62	58	93.5	33	53.2	9	14.5	27	43.5	23	37.1	4	6.5	62.9	37.1	1.6
2	2018	79	75	94.9	42	53.2	8	10.1	48	60.8	13	16.5	4	5.1	53.2	46.8	5.1
	2019	79	71	89.9	43	54.4	12	15.2	42	53.2	12	15.2	5	6.3	53.2	46.8	1.3
	2020	71	65	91.5	33	46.5	7	9.9	32	45.1	21	29.6	8	11.3	56.3	43.7	2.8
3	2018	106	99	93.4	53	50.0	13	12.3	63	59.4	12	11.3	1	0.9	55.7	44.3	0.0
	2019	74	70	94.6	37	50.0	7	9.5	42	56.8	14	18.9	4	5.4	51.4	48.6	0.0
	2020	70	60	85.7	35	50.0	12	17.1	35	50.0	20	28.6	4	5.7	52.9	47.1	0.0
4	2018	101	93	92.1	53	52.5	11	10.9	75	74.3	14	13.9	13	12.9	49.5	50.5	0.0
	2019	97	87	89.7	46	47.4	13	13.4	68	70.1	18	18.6	9	9.3	53.6	46.4	0.0
	2020	90	81	90.0	45	50.0	10	11.1	63	70.0	21	23.3	16	17.8	52.2	47.8	1.1
5	2018	106	104	98.1	60	56.6	11	10.4	89	84.0	18	17.0	5	4.7	48.1	51.9	0.0
	2019	101	96	95.0	54	53.5	14	13.9	86	85.1	17	16.8	6	5.9	48.5	51.5	0.0
	2020	103	91	88.3	50	48.5	15	14.6	64	62.1	24	23.3	5	4.9	52.4	47.6	1.0
PK-5	2018	641	591	92.2	339	52.9	64	10.0	406	63.3	72	11.2	115	17.9	52.4	47.6	4.1
	2019	555	518	93.3	299	53.9	60	10.8	311	56.0	78	14.1	98	17.7	50.3	49.7	3.4
	2020	555	507	91.4	295	53.2	61	11.0	318	57.3	116	20.9	121	21.8	53.0	47.0	4.7

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	77	11,061	74	95.5	10,520	95.1	8	10.4	17.8	70	9,830	90.8	88.9
	2019	57	10,918	53	94.0	10,370	95.0	3	5.3	5.7	50	9,637	88.2	88.3
	2020	68	10,874	64	94.3	10,319	94.9	4	5.9	3.8	62	9,815	90.7	90.3
1	2018	82	11,550	79	95.7	11,055	95.7	9	10.9	16.6	76	10,347	92.2	89.6
	2019	71	11,198	68	95.5	10,715	95.7	3	4.2	5.0	68	10,069	95.2	89.9
	2020	62	11,192	58	94.0	10,678	95.4	7	11.4	3.9	56	10,139	91.1	90.6
2	2018	83	11,864	79	95.3	11,398	96.1	6	7.2	15.9	76	10,717	91.6	90.3
	2019	79	11,232	75	94.8	10,781	96.0	4	5.1	4.8	70	10,169	89.0	90.5
	2020	67	11,070	65	96.1	10,616	95.9	2	3.0	3.2	64	10,175	95.2	91.9
3	2018	111	12,536	106	96.3	12,080	96.4	7	6.3	14.4	103	11,431	93.2	91.2
	2019	78	11,452	74	95.0	11,029	96.3	5	6.4	4.6	71	10,478	91.2	91.5
	2020	75	11,093	71	95.3	10,664	96.1	8	10.7	3.5	64	10,181	85.4	91.8
4	2018	98	12,675	94	95.9	12,235	96.5	12	12.2	14.1	90	11,637	91.8	91.8
	2019	98	12,118	93	95.1	11,690	96.5	4	4.1	4.9	90	11,112	92.2	91.7
	2020	85	11,323	81	95.4	10,902	96.3	8	9.4	3.4	78	10,479	92.0	92.5
5	2018	106	12,498	102	96.5	12,078	96.6	5	4.7	6.1	100	11,513	94.7	92.1
	2019	104	12,193	99	95.6	11,779	96.6	4	3.9	4.5	97	11,300	93.6	92.7
	2020	101	11,957	95	94.2	11,518	96.3	4	4.0	3.2	92	11,098	91.2	92.8
KN-5	2018	557	72,186	534	95.9	69,366	96.1	47	8.4	14.0	515	65,475	92.5	90.7
	2019	486	69,110	462	95.1	66,364	96.0	23	4.7	4.9	446	62,765	91.8	90.8
	2020	458	67,509	434	94.9	64,698	95.8	33	7.2	3.5	416	61,887	90.9	91.7



Teachers: 35

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	3	8.6
Hispanic	16	45.7
White	15	42.9
Multiple	0	0.0
Other	1	2.9

Gender	Number	Percentage
Female	31	88.6
Male	4	11.4

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	6.9	75.0
2018-19	6.3	63.4
2019-20	4.7	38.2

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	3	8.6
1	4	11.4
2	4	11.4
3	4	11.4
4	1	2.9
5	4	11.4
1-3	12	34.3
More than 3	20	57.1
1 - 5	17	48.6
6 - 10	5	14.3
11 - 20	8	22.9
More than 20	2	5.7

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (43)	Beginning	30	69.8	29	67.4	40	93.0	40	93.0	30	69.8
	Intermediate	12	27.9	13	30.2	3	7.0	2	4.7	12	27.9
	Advanced	0	0.0	0	0.0	0	0.0	1	2.3	1	2.3
	Advanced High	1	2.3	1	2.3	0	0.0	0	0.0	0	0.0
1 (31)	Beginning	2	6.5	3	9.7	13	41.9	9	29.0	3	9.7
	Intermediate	8	25.8	7	22.6	17	54.8	20	64.5	10	32.3
	Advanced	18	58.1	19	61.3	0	0.0	2	6.5	17	54.8
	Advanced High	3	9.7	2	6.5	1	3.2	0	0.0	1	3.2
2 (32)	Beginning	4	12.5	11	34.4	14	43.8	12	37.5	8	25.0
	Intermediate	10	31.3	19	59.4	13	40.6	19	59.4	19	59.4
	Advanced	16	50.0	2	6.3	5	15.6	1	3.1	5	15.6
	Advanced High	2	6.3	0	0.0	0	0.0	0	0.0	0	0.0
3 (34)	Beginning	2	5.9	4	11.8	10	29.4	10	29.4	2	5.9
	Intermediate	2	5.9	16	47.1	10	29.4	11	32.4	16	47.1
	Advanced	14	41.2	9	26.5	9	26.5	5	14.7	13	38.2
	Advanced High	16	47.1	5	14.7	5	14.7	8	23.5	3	8.8
4 (41)	Beginning	2	4.9	6	14.6	1	2.4	3	7.3	1	2.4
	Intermediate	14	34.1	23	56.1	18	43.9	21	51.2	17	41.5
	Advanced	19	46.3	12	29.3	18	43.9	11	26.8	23	56.1
	Advanced High	6	14.6	0	0.0	4	9.8	6	14.6	0	0.0

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	-	-	-	
29 24 (82.8%)	Beginning	2			
	Intermediate	7	3		
	Advanced	13	3	0	
	Advanced High	0	0	1	
30 14 (46.7%)	Beginning	7			
	Intermediate	9	9		
	Advanced	3	2	0	
	Advanced High	0	0	0	
33 12 (36.4%)	Beginning	2			
	Intermediate	4	11		
	Advanced	0	5	8	
	Advanced High	0	2	1	
35 3 (8.6%)	Beginning	0			
	Intermediate	0	16		
	Advanced	0	3	16	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20  (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5  (49)	Beginning	2	4.1	4	8.2	1	2.0	4	8.2	0	0.0
	Intermediate	13	26.5	27	55.1	16	32.7	16	32.7	16	32.7
	Advanced	12	24.5	17	34.7	21	42.9	11	22.4	27	55.1
	Advanced High	22	44.9	1	2.0	11	22.4	18	36.7	6	12.2
ALL  (230)	Beginning	42	18.3	57	24.8	79	34.3	78	33.9	44	19.1
	Intermediate	59	25.7	105	45.7	77	33.5	89	38.7	90	39.1
	Advanced	79	34.3	59	25.7	53	23.0	31	13.5	86	37.4
	Advanced High	50	21.7	9	3.9	21	9.1	32	13.9	10	4.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years  N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
47  22 (46.8%)	Beginning	0			
	Intermediate	2	14		
	Advanced	0	14	11	
	Advanced High	0	0	6	
174  75 (43.1%)	Beginning	11			
	Intermediate	22	53		
	Advanced	16	27	35	
	Advanced High	0	2	8	

 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**

35	65.4	73.4			65.7		78.9	
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**GRADE 1 READING**

34	73.2	83.9			85.3		91.2	
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**GRADE 1 READING SPANISH**

22	81.4	87.6			90.9		89.5	
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**GRADE 2 MATHEMATICS**

64	71.1	79.9	83.9		78.1	92.2	76.5	92.3
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**GRADE 2 READING**

37	70.4	80.3	85.2		81.1	89.2	72.1	91.3
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**GRADE 2 READING SPANISH**

27	60.6	70.4	77.0		66.7	85.2	75.1	92.0
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**GRADE 3 MATHEMATICS**

72	54.9	69.9	79.6		50.0	86.1	70.6	90.8
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**GRADE 3 READING**

39	53.3	72.0	80.5		64.1	94.9	62.6	88.7
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**GRADE 3 READING SPANISH**

33	42.7	65.6	77.6		33.3	75.8	57.7	88.7
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**GRADE 4 LANGUAGE ARTS**

48	59.6	71.1	93.8		64.6	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**

33	69.3	74.5	79.5		72.7	87.9	68.5	91.9
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**GRADE 4 MATHEMATICS**

81	59.7	70.5	84.7		58.0	93.8	71.7	90.4
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**GRADE 4 READING**

48	46.6	70.9	88.0		56.3	97.9	68.8	92.4
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**GRADE 4 READING SPANISH**

33	70.5	80.3	79.5		90.9	87.9	80.7	91.8
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**GRADE 5 MATHEMATICS**

101	69.7	77.8	81.8		73.3	98.0	78.3	91.9
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**GRADE 5 READING**

66	48.5	74.2	81.9		69.7	98.5	79.5	94.1
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**GRADE 5 READING SPANISH**

35	60.6	71.2	82.1		60.0	97.1	79.8	94.9
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**GRADE 5 SCIENCE**

66	72.2	75.5	78.3		63.6	84.8	76.5	95.9
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**GRADE 5 SCIENCE SPANISH**

35	63.2	70.9	78.5		60.0	91.4	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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