



School Number 274

MARY MCLEOD BETHUNE 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	78
KN	89
1	106
2	87
3	93
4	98
5	119
ALL	670

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	17	2.5	2	4.4
American Indian/Alaska Native	3	0.4	*	*
Asian/Hawaiian/Pacific Islander	2	0.3	*	*
Hispanic	638	95.2	32	71.1
White	7	1.0	10	22.2
Multiple	3	0.4	1	2.2
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	386	57.6
Economically disadvantaged	597	89.1
Limited English proficient (LEP)	379	56.6
Special education	81	12.1
Talented and Gifted (TAG)	112	16.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	83	2	2.4	0	0.0	0	0.0	80	96.4	1	1.2	0	0.0
	2019	66	2	3.0	0	0.0	1	1.5	63	95.5	0	0.0	0	0.0
	2020	78	2	2.6	0	0.0	1	1.3	74	94.9	1	1.3	0	0.0
KN	2018	97	3	3.1	0	0.0	1	1.0	92	94.8	1	1.0	0	0.0
	2019	100	2	2.0	0	0.0	2	2.0	96	96.0	0	0.0	0	0.0
	2020	89	2	2.2	1	1.1	0	0.0	85	95.5	1	1.1	0	0.0
1	2018	93	2	2.2	0	0.0	0	0.0	90	96.8	1	1.1	0	0.0
	2019	94	0	0.0	1	1.1	1	1.1	92	97.9	0	0.0	0	0.0
	2020	106	5	4.7	0	0.0	0	0.0	99	93.4	0	0.0	2	1.9
2	2018	112	6	5.4	0	0.0	1	0.9	100	89.3	5	4.5	0	0.0
	2019	91	2	2.2	0	0.0	0	0.0	89	97.8	0	0.0	0	0.0
	2020	87	0	0.0	1	1.1	1	1.1	83	95.4	2	2.3	0	0.0
3	2018	119	2	1.7	0	0.0	0	0.0	115	96.6	2	1.7	0	0.0
	2019	109	1	0.9	0	0.0	1	0.9	105	96.3	2	1.8	0	0.0
	2020	93	3	3.2	0	0.0	0	0.0	90	96.8	0	0.0	0	0.0
4	2018	114	7	6.1	0	0.0	0	0.0	106	93.0	1	0.9	0	0.0
	2019	116	1	0.9	0	0.0	0	0.0	114	98.3	1	0.9	0	0.0
	2020	98	1	1.0	1	1.0	0	0.0	95	96.9	0	0.0	1	1.0
5	2018	138	2	1.4	0	0.0	1	0.7	135	97.8	0	0.0	0	0.0
	2019	116	6	5.2	0	0.0	0	0.0	108	93.1	2	1.7	0	0.0
	2020	119	4	3.4	0	0.0	0	0.0	112	94.1	3	2.5	0	0.0
PK-5	2018	756	24	3.2	0	0.0	3	0.4	718	95.0	11	1.5	0	0.0
	2019	692	14	2.0	1	0.1	5	0.7	667	96.4	5	0.7	0	0.0
	2020	670	17	2.5	3	0.4	2	0.3	638	95.2	7	1.0	3	0.4

Enroll (2)

Enrollment Statistics by Select Student Group

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	83	79	95.2	47	56.6	1	1.2	49	59.0	0	0.0	80	96.4	41.0	59.0	3.6
	2019	66	66	100.0	30	45.5	2	3.0	4	6.1	0	0.0	58	87.9	48.5	51.5	12.1
	2020	78	78	100.0	37	47.4	3	3.8	36	46.2	0	0.0	70	89.7	43.6	56.4	10.3
KN	2018	97	74	76.3	57	58.8	5	5.2	57	58.8	6	6.2	23	23.7	47.4	52.6	0.0
	2019	100	90	90.0	58	58.0	6	6.0	48	48.0	7	7.0	22	22.0	49.0	51.0	0.0
	2020	89	78	87.6	41	46.1	4	4.5	40	44.9	8	9.0	23	25.8	51.7	48.3	2.2
1	2018	93	72	77.4	61	65.6	4	4.3	65	69.9	11	11.8	8	8.6	47.3	52.7	5.4
	2019	94	80	85.1	58	61.7	7	7.4	55	58.5	10	10.6	6	6.4	46.8	53.2	4.3
	2020	106	95	89.6	62	58.5	11	10.4	58	54.7	14	13.2	12	11.3	52.8	47.2	4.7
2	2018	112	88	78.6	62	55.4	14	12.5	64	57.1	17	15.2	12	10.7	56.3	43.8	0.0
	2019	91	81	89.0	58	63.7	10	11.0	64	70.3	16	17.6	4	4.4	51.6	48.4	4.4
	2020	87	77	88.5	53	60.9	8	9.2	50	57.5	19	21.8	9	10.3	47.1	52.9	0.0
3	2018	119	108	90.8	64	53.8	22	18.5	51	42.9	19	16.0	5	4.2	46.2	53.8	4.2
	2019	109	92	84.4	68	62.4	22	20.2	70	64.2	20	18.3	4	3.7	55.0	45.0	4.6
	2020	93	79	84.9	60	64.5	15	16.1	58	62.4	19	20.4	6	6.5	50.5	49.5	3.2
4	2018	114	100	87.7	63	55.3	16	14.0	82	71.9	27	23.7	7	6.1	54.4	45.6	0.0
	2019	116	98	84.5	60	51.7	18	15.5	60	51.7	24	20.7	4	3.4	45.7	54.3	1.7
	2020	98	84	85.7	61	62.2	20	20.4	70	71.4	24	24.5	5	5.1	57.1	42.9	0.0
5	2018	138	131	94.9	85	61.6	16	11.6	117	84.8	31	22.5	7	5.1	55.1	44.9	0.7
	2019	116	91	78.4	68	58.6	18	15.5	89	76.7	31	26.7	7	6.0	52.6	47.4	0.0
	2020	119	106	89.1	65	54.6	20	16.8	74	62.2	28	23.5	8	6.7	49.6	50.4	0.0
PK-5	2018	756	652	86.2	439	58.1	78	10.3	485	64.2	111	14.7	142	18.8	50.3	49.7	1.9
	2019	692	598	86.4	400	57.8	83	12.0	390	56.4	108	15.6	105	15.2	50.0	50.0	3.3
	2020	670	597	89.1	379	56.6	81	12.1	386	57.6	112	16.7	133	19.9	50.6	49.4	2.7

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	94	11,061	90	95.8	10,520	95.1	9	9.6	17.8	89	9,830	95.0	88.9
	2019	100	10,918	96	95.3	10,370	95.0	1	1.0	5.7	91	9,637	90.7	88.3
	2020	89	10,874	85	96.1	10,319	94.9	1	1.1	3.8	86	9,815	97.0	90.3
1	2018	91	11,550	88	96.6	11,055	95.7	6	6.6	16.6	86	10,347	94.5	89.6
	2019	92	11,198	89	96.3	10,715	95.7	1	1.1	5.0	90	10,069	97.7	89.9
	2020	103	11,192	99	96.1	10,678	95.4	1	1.0	3.9	99	10,139	95.8	90.6
2	2018	109	11,864	106	96.6	11,398	96.1	10	9.1	15.9	104	10,717	95.2	90.3
	2019	93	11,232	90	96.5	10,781	96.0	0	0.0	4.8	90	10,169	96.4	90.5
	2020	86	11,070	84	96.8	10,616	95.9	0	0.0	3.2	83	10,175	96.2	91.9
3	2018	119	12,536	115	96.9	12,080	96.4	6	5.1	14.4	115	11,431	97.0	91.2
	2019	108	11,452	105	96.7	11,029	96.3	2	1.8	4.6	101	10,478	93.2	91.5
	2020	93	11,093	90	96.7	10,664	96.1	3	3.2	3.5	87	10,181	93.5	91.8
4	2018	114	12,675	110	97.0	12,235	96.5	7	6.1	14.1	110	11,637	96.6	91.8
	2019	116	12,118	112	96.7	11,690	96.5	0	0.0	4.9	115	11,112	99.2	91.7
	2020	99	11,323	96	97.1	10,902	96.3	1	1.0	3.4	96	10,479	96.7	92.5
5	2018	139	12,498	136	97.6	12,078	96.6	1	0.7	6.1	138	11,513	99.2	92.1
	2019	116	12,193	112	96.7	11,779	96.6	1	0.9	4.5	115	11,300	99.3	92.7
	2020	117	11,957	114	96.9	11,518	96.3	0	0.0	3.2	113	11,098	96.3	92.8
KN-5	2018	666	72,186	644	96.8	69,366	96.1	39	5.9	14.0	642	65,475	96.5	90.7
	2019	626	69,110	603	96.4	66,364	96.0	5	0.8	4.9	602	62,765	96.2	90.8
	2020	588	67,509	568	96.6	64,698	95.8	6	1.0	3.5	564	61,887	95.9	91.7

Teachers: 45

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	4.4
Hispanic	32	71.1
White	10	22.2
Multiple	1	2.2
Other	0	0.0

Gender	Number	Percentage
Female	39	86.7
Male	6	13.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	5.3	83.0
2018-19	6.3	95.3
2019-20	4.6	87.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	6.7
1	1	2.2
2	3	6.7
3	2	4.4
4	4	8.9
5	4	8.9
1-3	6	13.3
More than 3	36	80.0
1 - 5	14	31.1
6 - 10	8	17.8
11 - 20	9	20.0
More than 20	11	24.4

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
KN (41)	Beginning	20	48.8	21	51.2	37	90.2	36	87.8	21	51.2
	Intermediate	6	14.6	14	34.1	1	2.4	1	2.4	17	41.5
	Advanced	8	19.5	3	7.3	1	2.4	4	9.8	1	2.4
	Advanced High	7	17.1	3	7.3	2	4.9	0	0.0	2	4.9
1 (62)	Beginning	16	25.8	21	33.9	38	61.3	31	50.0	20	32.3
	Intermediate	21	33.9	26	41.9	20	32.3	18	29.0	29	46.8
	Advanced	22	35.5	13	21.0	3	4.8	12	19.4	12	19.4
	Advanced High	3	4.8	2	3.2	1	1.6	1	1.6	1	1.6
2 (53)	Beginning	1	1.9	10	18.9	8	15.4	8	15.1	3	5.8
	Intermediate	16	30.2	27	50.9	27	51.9	19	35.8	24	46.2
	Advanced	17	32.1	7	13.2	13	25.0	13	24.5	18	34.6
	Advanced High	19	35.8	9	17.0	4	7.7	13	24.5	7	13.5
3 (61)	Beginning	1	1.7	2	3.3	11	18.0	5	8.2	1	1.7
	Intermediate	6	10.0	30	50.0	25	41.0	20	32.8	18	30.0
	Advanced	22	36.7	17	28.3	12	19.7	16	26.2	30	50.0
	Advanced High	31	51.7	11	18.3	13	21.3	20	32.8	11	18.3
4 (60)	Beginning	3	5.0	2	3.3	2	3.3	7	11.7	1	1.7
	Intermediate	12	20.0	23	38.3	8	13.3	5	8.3	8	13.3
	Advanced	24	40.0	31	51.7	22	36.7	18	30.0	29	48.3
	Advanced High	21	35.0	4	6.7	28	46.7	30	50.0	22	36.7


Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
58 30 (51.7%)	Beginning	17			
	Intermediate	18	11		
	Advanced	4	8	0	
	Advanced High	0	0	0	
50 26 (52.0%)	Beginning	1			
	Intermediate	11	13		
	Advanced	4	4	9	
	Advanced High	2	0	5	
60 25 (41.7%)	Beginning	1			
	Intermediate	1	16		
	Advanced	1	12	17	
	Advanced High	0	0	11	
60 25 (41.7%)	Beginning	1			
	Intermediate	0	8		
	Advanced	0	3	26	
	Advanced High	0	1	21	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (66)	Beginning	3	4.6	6	9.2	3	4.5	4	6.2	2	3.1
	Intermediate	10	15.4	29	44.6	15	22.7	13	20.0	12	18.5
	Advanced	22	33.8	22	33.8	28	42.4	10	15.4	35	53.8
	Advanced High	30	46.2	8	12.3	20	30.3	38	58.5	16	24.6
ALL (343)	Beginning	44	12.9	62	18.2	99	28.9	91	26.6	48	14.1
	Intermediate	71	20.8	149	43.7	96	28.1	76	22.2	108	31.8
	Advanced	115	33.7	93	27.3	79	23.1	73	21.3	125	36.8
	Advanced High	111	32.6	37	10.9	68	19.9	102	29.8	59	17.4

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
62 27 (43.5%)	Beginning	0			
	Intermediate	1	10		
	Advanced	1	9	24	
	Advanced High	0	0	16	
291 134 (46.0%)	Beginning	20			
	Intermediate	31	58		
	Advanced	11	36	76	
	Advanced High	2	1	53	

 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

99	81.6	85.8			87.9		78.9	
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GRADE 1 READING

45	81.0	88.6			93.3		91.2	
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GRADE 1 READING SPANISH

54	86.6	91.0			88.9		89.5	
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GRADE 2 MATHEMATICS

83	78.2	84.8	83.6		85.5	96.4	76.5	92.3
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GRADE 2 READING

36	76.7	84.4	82.0		94.4	86.1	72.1	91.3
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GRADE 2 READING SPANISH

46	82.8	87.1	82.7		93.5	91.3	75.1	92.0
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GRADE 3 MATHEMATICS

83	70.4	80.3	81.6		80.7	86.7	70.6	90.8
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GRADE 3 READING

44	62.7	77.6	80.7		79.5	88.6	62.6	88.7
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GRADE 3 READING SPANISH

38	52.9	71.7	79.4		50.0	81.6	57.7	88.7
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GRADE 4 LANGUAGE ARTS

57	78.2	84.4	79.4		91.2	94.7	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

32	80.0	83.3	80.8		84.4	96.9	68.5	91.9
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GRADE 4 MATHEMATICS

84	79.7	85.2	84.4		91.7	96.4	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

2	*	*	*		*	*	50.4	*
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GRADE 4 READING

57	61.4	78.9	79.5		84.2	93.0	68.8	92.4
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GRADE 4 READING SPANISH

32	79.2	86.1	80.8		96.9	96.9	80.7	91.8
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GRADE 5 MATHEMATICS

107	77.3	83.4	86.8		91.6	97.2	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

1	*	*	*		*	*	56.2	*
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GRADE 5 READING

64	56.4	78.2	84.3		87.5	100.0	79.5	94.1
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GRADE 5 READING SPANISH

43	76.3	82.7	83.1		83.7	93.0	79.8	94.9
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GRADE 5 SCIENCE

53	84.8	86.6	88.3		92.5	100.0	76.5	95.9
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GRADE 5 SCIENCE SPANISH

58	76.7	81.6	83.8		87.9	98.3	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 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 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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