



School Number 149

# LENORE KIRK HALL 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	55
KN	58
1	72
2	62
3	89
4	62
5	83
ALL	481

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	12	2.5	3	10.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	464	96.5	13	44.8
White	4	0.8	13	44.8
Multiple	1	0.2	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	337	70.1
Economically disadvantaged	449	93.3
Limited English proficient (LEP)	327	68.0
Special education	36	7.5
Talented and Gifted (TAG)	114	23.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	65	4	6.2	0	0.0	0	0.0	60	92.3	1	1.5	0	0.0
	2019	55	1	1.8	0	0.0	0	0.0	53	96.4	1	1.8	0	0.0
	2020	55	2	3.6	0	0.0	0	0.0	51	92.7	1	1.8	1	1.8
KN	2018	57	0	0.0	0	0.0	0	0.0	55	96.5	2	3.5	0	0.0
	2019	69	3	4.3	0	0.0	0	0.0	64	92.8	2	2.9	0	0.0
	2020	58	0	0.0	0	0.0	0	0.0	57	98.3	1	1.7	0	0.0
1	2018	81	0	0.0	0	0.0	0	0.0	81	100.0	0	0.0	0	0.0
	2019	64	1	1.6	0	0.0	0	0.0	61	95.3	2	3.1	0	0.0
	2020	72	4	5.6	0	0.0	0	0.0	67	93.1	1	1.4	0	0.0
2	2018	64	0	0.0	0	0.0	0	0.0	62	96.9	2	3.1	0	0.0
	2019	86	3	3.5	0	0.0	0	0.0	83	96.5	0	0.0	0	0.0
	2020	62	0	0.0	0	0.0	0	0.0	61	98.4	1	1.6	0	0.0
3	2018	80	0	0.0	0	0.0	0	0.0	80	100.0	0	0.0	0	0.0
	2019	76	1	1.3	0	0.0	0	0.0	74	97.4	1	1.3	0	0.0
	2020	89	4	4.5	0	0.0	0	0.0	85	95.5	0	0.0	0	0.0
4	2018	91	2	2.2	0	0.0	0	0.0	87	95.6	1	1.1	0	0.0
	2019	85	1	1.2	0	0.0	0	0.0	83	97.6	1	1.2	0	0.0
	2020	62	1	1.6	0	0.0	0	0.0	61	98.4	0	0.0	0	0.0
5	2018	75	2	2.7	0	0.0	0	0.0	73	97.3	0	0.0	0	0.0
	2019	84	1	1.2	0	0.0	0	0.0	82	97.6	1	1.2	0	0.0
	2020	83	1	1.2	0	0.0	0	0.0	82	98.8	0	0.0	0	0.0
PK-5	2018	513	8	1.6	0	0.0	0	0.0	498	97.1	6	1.2	0	0.0
	2019	519	11	2.1	0	0.0	0	0.0	500	96.3	8	1.5	0	0.0
	2020	481	12	2.5	0	0.0	0	0.0	464	96.5	4	0.8	1	0.2

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	65	61	93.8	45	69.2	4	6.2	46	70.8	0	0.0	56	86.2	53.8	46.2	10.8
	2019	55	55	100.0	40	72.7	0	0.0	6	10.9	0	0.0	50	90.9	52.7	47.3	10.9
	2020	55	55	100.0	34	61.8	1	1.8	36	65.5	0	0.0	50	90.9	52.7	47.3	7.3
KN	2018	57	52	91.2	42	73.7	4	7.0	42	73.7	8	14.0	8	14.0	52.6	47.4	0.0
	2019	69	63	91.3	50	72.5	1	1.4	44	63.8	0	0.0	7	10.1	52.2	47.8	0.0
	2020	58	52	89.7	41	70.7	0	0.0	41	70.7	0	0.0	6	10.3	51.7	48.3	0.0
1	2018	81	71	87.7	67	82.7	3	3.7	66	81.5	6	7.4	3	3.7	54.3	45.7	0.0
	2019	64	63	98.4	44	68.8	4	6.3	43	67.2	10	15.6	6	9.4	48.4	51.6	3.1
	2020	72	68	94.4	51	70.8	2	2.8	49	68.1	13	18.1	4	5.6	55.6	44.4	1.4
2	2018	64	53	82.8	42	65.6	5	7.8	42	65.6	12	18.8	3	4.7	48.4	51.6	0.0
	2019	86	79	91.9	68	79.1	6	7.0	64	74.4	9	10.5	6	7.0	55.8	44.2	1.2
	2020	62	62	100.0	45	72.6	5	8.1	45	72.6	18	29.0	3	4.8	50.0	50.0	0.0
3	2018	80	78	97.5	48	60.0	7	8.8	47	58.8	14	17.5	6	7.5	53.8	46.3	0.0
	2019	76	70	92.1	46	60.5	10	13.2	44	57.9	18	23.7	5	6.6	52.6	47.4	0.0
	2020	89	82	92.1	69	77.5	11	12.4	69	77.5	21	23.6	5	5.6	55.1	44.9	0.0
4	2018	91	82	90.1	63	69.2	6	6.6	71	78.0	17	18.7	5	5.5	47.3	52.7	0.0
	2019	85	79	92.9	51	60.0	8	9.4	56	65.9	31	36.5	4	4.7	52.9	47.1	0.0
	2020	62	57	91.9	36	58.1	8	12.9	43	69.4	22	35.5	0	0.0	48.4	51.6	0.0
5	2018	75	71	94.7	55	73.3	4	5.3	60	80.0	16	21.3	4	5.3	50.7	49.3	1.3
	2019	84	78	92.9	56	66.7	10	11.9	68	81.0	26	31.0	2	2.4	47.6	52.4	0.0
	2020	83	73	88.0	51	61.4	9	10.8	54	65.1	40	48.2	4	4.8	54.2	45.8	0.0
PK-5	2018	513	468	91.2	362	70.6	33	6.4	374	72.9	73	14.2	85	16.6	51.5	48.5	1.6
	2019	519	487	93.8	355	68.4	39	7.5	325	62.6	94	18.1	80	15.4	51.8	48.2	1.7
	2020	481	449	93.3	327	68.0	36	7.5	337	70.1	114	23.7	72	15.0	52.8	47.2	1.0

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	57	11,061	54	95.4	10,520	95.1	5	8.8	17.8	52	9,830	91.4	88.9
	2019	66	10,918	62	94.1	10,370	95.0	0	0.0	5.7	59	9,637	90.0	88.3
	2020	59	10,874	55	93.0	10,319	94.9	1	1.7	3.8	53	9,815	89.8	90.3
1	2018	78	11,550	76	96.4	11,055	95.7	9	11.5	16.6	75	10,347	95.7	89.6
	2019	62	11,198	59	94.7	10,715	95.7	1	1.6	5.0	54	10,069	86.4	89.9
	2020	70	11,192	66	94.7	10,678	95.4	0	0.0	3.9	68	10,139	97.3	90.6
2	2018	62	11,864	60	96.2	11,398	96.1	4	6.4	15.9	59	10,717	94.4	90.3
	2019	85	11,232	82	97.0	10,781	96.0	2	2.4	4.8	78	10,169	92.3	90.5
	2020	61	11,070	58	95.3	10,616	95.9	1	1.6	3.2	57	10,175	93.8	91.9
3	2018	79	12,536	76	96.5	12,080	96.4	6	7.6	14.4	76	11,431	96.5	91.2
	2019	74	11,452	71	96.1	11,029	96.3	0	0.0	4.6	68	10,478	92.1	91.5
	2020	90	11,093	86	95.7	10,664	96.1	1	1.1	3.5	84	10,181	93.7	91.8
4	2018	87	12,675	83	95.7	12,235	96.5	10	11.5	14.1	79	11,637	90.8	91.8
	2019	84	12,118	81	96.2	11,690	96.5	2	2.4	4.9	82	11,112	97.1	91.7
	2020	66	11,323	63	95.9	10,902	96.3	0	0.0	3.4	61	10,479	93.1	92.5
5	2018	76	12,498	73	96.3	12,078	96.6	1	1.3	6.1	72	11,513	95.1	92.1
	2019	83	12,193	80	96.3	11,779	96.6	0	0.0	4.5	79	11,300	94.9	92.7
	2020	83	11,957	80	96.4	11,518	96.3	0	0.0	3.2	80	11,098	96.0	92.8
KN-5	2018	439	72,186	422	96.1	69,366	96.1	35	8.0	14.0	413	65,475	94.0	90.7
	2019	454	69,110	435	95.8	66,364	96.0	5	1.1	4.9	420	62,765	92.5	90.8
	2020	428	67,509	408	95.3	64,698	95.8	3	0.7	3.5	403	61,887	94.1	91.7



Teachers: 29

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	3	10.3
Hispanic	13	44.8
White	13	44.8
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	19	65.5
Male	10	34.5

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	7.8	77.1
2018-19	6.7	75.8
2019-20	4.5	64.5

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	3	10.3
1	1	3.4
2	1	3.4
3	0	0.0
4	5	17.2
5	3	10.3
1-3	2	6.9
More than 3	24	82.8
1 - 5	10	34.5
6 - 10	6	20.7
11 - 20	7	24.1
More than 20	3	10.3

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
KN (41)	Beginning	11	26.8	15	36.6	33	80.5	31	75.6	16	39.0
	Intermediate	15	36.6	13	31.7	6	14.6	7	17.1	20	48.8
	Advanced	7	17.1	6	14.6	2	4.9	2	4.9	5	12.2
	Advanced High	8	19.5	7	17.1	0	0.0	1	2.4	0	0.0
1 (51)	Beginning	11	21.6	16	31.4	40	78.4	40	78.4	17	33.3
	Intermediate	21	41.2	17	33.3	7	13.7	7	13.7	23	45.1
	Advanced	14	27.5	14	27.5	2	3.9	2	3.9	8	15.7
	Advanced High	5	9.8	4	7.8	2	3.9	2	3.9	3	5.9
2 (45)	Beginning	5	11.1	17	37.8	28	62.2	11	24.4	8	17.8
	Intermediate	15	33.3	22	48.9	11	24.4	24	53.3	30	66.7
	Advanced	14	31.1	3	6.7	6	13.3	6	13.3	7	15.6
	Advanced High	11	24.4	3	6.7	0	0.0	4	8.9	0	0.0
3 (67)	Beginning	4	6.0	14	20.9	17	25.4	28	41.8	8	11.9
	Intermediate	16	23.9	29	43.3	29	43.3	19	28.4	34	50.7
	Advanced	28	41.8	12	17.9	16	23.9	10	14.9	19	28.4
	Advanced High	19	28.4	12	17.9	5	7.5	10	14.9	6	9.0
4 (36)	Beginning	8	22.2	4	11.1	7	19.4	12	33.3	5	13.9
	Intermediate	16	44.4	9	25.0	14	38.9	14	38.9	19	52.8
	Advanced	8	22.2	18	50.0	15	41.7	4	11.1	8	22.2
	Advanced High	4	11.1	5	13.9	0	0.0	6	16.7	4	11.1

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	-	-	-	
47 19 (40.4%)	Beginning	13			
	Intermediate	10	13		
	Advanced	1	5	2	
	Advanced High	0	1	2	
42 18 (42.9%)	Beginning	6			
	Intermediate	13	16		
	Advanced	1	4	2	
	Advanced High	0	0	0	
62 22 (35.5%)	Beginning	5			
	Intermediate	6	27		
	Advanced	1	9	8	
	Advanced High	0	1	5	
36 8 (22.2%)	Beginning	5			
	Intermediate	1	18		
	Advanced	0	3	5	
	Advanced High	0	1	3	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (50)	Beginning	7	14.3	10	20.4	12	24.0	7	14.0	6	12.2
	Intermediate	15	30.6	12	24.5	14	28.0	13	26.0	14	28.6
	Advanced	12	24.5	19	38.8	18	36.0	6	12.0	18	36.7
	Advanced High	15	30.6	8	16.3	6	12.0	24	48.0	11	22.4
ALL (290)	Beginning	46	15.9	76	26.3	137	47.2	129	44.5	60	20.8
	Intermediate	98	33.9	102	35.3	81	27.9	84	29.0	140	48.4
	Advanced	83	28.7	72	24.9	59	20.3	30	10.3	65	22.5
	Advanced High	62	21.5	39	13.5	13	4.5	47	16.2	24	8.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
46  27 (58.7%)	Beginning	2			
	Intermediate	6	8		
	Advanced	0	10	8	
	Advanced High	0	0	11	
233  94 (40.3%)	Beginning	31			
	Intermediate	36	82		
	Advanced	3	31	25	
	Advanced High	0	3	21	

 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**

68	75.4	81.0			77.9		78.9	
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**GRADE 1 READING**

22	71.6	83.0			90.9		91.2	
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**GRADE 1 READING SPANISH**

46	74.9	83.3			82.6		89.5	
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**GRADE 2 MATHEMATICS**

55	74.0	81.9	83.5		80.0	92.7	76.5	92.3
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**GRADE 2 READING**

14	68.2	78.8	82.2		71.4	100.0	72.1	91.3
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**GRADE 2 READING SPANISH**

41	65.1	73.8	79.8		56.1	82.9	75.1	92.0
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**GRADE 3 MATHEMATICS**

77	57.9	71.9	81.2		61.0	98.7	70.6	90.8
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**GRADE 3 READING**

19	53.9	72.4	78.6		47.4	100.0	62.6	88.7
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**GRADE 3 READING SPANISH**

58	48.7	69.2	81.3		46.6	96.6	57.7	88.7
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**GRADE 4 LANGUAGE ARTS**

24	66.7	76.2	81.8		70.8	95.8	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**

36	71.4	76.2	84.9		72.2	100.0	68.5	91.9
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**GRADE 4 MATHEMATICS**

61	70.3	78.2	86.1		77.0	100.0	71.7	90.4
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**GRADE 4 READING**

24	52.7	74.2	80.7		66.7	100.0	68.8	92.4
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**GRADE 4 READING SPANISH**

36	75.0	83.3	84.9		91.7	100.0	80.7	91.8
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**GRADE 5 MATHEMATICS**

77	80.7	85.9	88.6		87.0	97.4	78.3	91.9
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**GRADE 5 READING**

30	60.2	80.1	89.7		86.7	100.0	79.5	94.1
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**GRADE 5 READING SPANISH**

46	71.4	79.1	88.7		78.3	100.0	79.8	94.9
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**GRADE 5 SCIENCE**

76	82.3	84.3	91.6		88.2	98.7	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 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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