



School Number 181

MAPLE LAWN 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	57
KN	91
1	92
2	85
3	77
4	122
5	123
ALL	647

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	215	33.2	10	25.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	4	0.6	*	*
Hispanic	399	61.7	23	57.5
White	10	1.5	4	10.0
Multiple	19	2.9	0	0.0
Other* (teachers only)	—	—	3	7.5
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	345	53.3
Economically disadvantaged	621	96.0
Limited English proficient (LEP)	298	46.1
Special education	85	13.1
Talented and Gifted (TAG)	90	13.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	45	5	11.1	0	0.0	0	0.0	40	88.9	0	0.0	0	0.0
	2019	66	14	21.2	0	0.0	3	4.5	45	68.2	1	1.5	3	4.5
	2020	57	18	31.6	0	0.0	1	1.8	35	61.4	1	1.8	2	3.5
KN	2018	62	4	6.5	0	0.0	0	0.0	58	93.5	0	0.0	0	0.0
	2019	82	23	28.0	0	0.0	1	1.2	56	68.3	0	0.0	2	2.4
	2020	91	27	29.7	0	0.0	0	0.0	59	64.8	0	0.0	5	5.5
1	2018	52	3	5.8	0	0.0	0	0.0	47	90.4	0	0.0	1	1.9
	2019	94	32	34.0	0	0.0	1	1.1	60	63.8	1	1.1	0	0.0
	2020	92	34	37.0	0	0.0	1	1.1	55	59.8	0	0.0	2	2.2
2	2018	67	6	9.0	0	0.0	1	1.5	59	88.1	1	1.5	0	0.0
	2019	81	29	35.8	0	0.0	0	0.0	50	61.7	1	1.2	1	1.2
	2020	85	29	34.1	0	0.0	1	1.2	52	61.2	2	2.4	1	1.2
3	2018	73	4	5.5	0	0.0	1	1.4	67	91.8	1	1.4	0	0.0
	2019	123	38	30.9	0	0.0	1	0.8	80	65.0	2	1.6	2	1.6
	2020	77	23	29.9	0	0.0	0	0.0	50	64.9	2	2.6	2	2.6
4	2018	69	4	5.8	1	1.4	0	0.0	62	89.9	1	1.4	1	1.4
	2019	132	37	28.0	0	0.0	1	0.8	88	66.7	4	3.0	2	1.5
	2020	122	43	35.2	0	0.0	0	0.0	72	59.0	2	1.6	5	4.1
5	2018	74	6	8.1	1	1.4	0	0.0	67	90.5	0	0.0	0	0.0
	2019	119	37	31.1	0	0.0	0	0.0	76	63.9	3	2.5	2	1.7
	2020	123	41	33.3	0	0.0	1	0.8	76	61.8	3	2.4	2	1.6
PK-5	2018	442	32	7.2	2	0.5	2	0.5	400	90.5	3	0.7	2	0.5
	2019	697	210	30.1	0	0.0	7	1.0	455	65.3	12	1.7	12	1.7
	2020	647	215	33.2	0	0.0	4	0.6	399	61.7	10	1.5	19	2.9

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	45	29	64.4	33	73.3	4	8.9	36	80.0	0	0.0	35	77.8	62.2	37.8	22.2
	2019	66	64	97.0	36	54.5	4	6.1	10	15.2	0	0.0	56	84.8	59.1	40.9	13.6
	2020	57	56	98.2	28	49.1	2	3.5	27	47.4	0	0.0	45	78.9	47.4	52.6	22.8
KN	2018	62	57	91.9	45	72.6	11	17.7	45	72.6	0	0.0	12	19.4	56.5	43.5	1.6
	2019	82	76	92.7	38	46.3	8	9.8	36	43.9	8	9.8	32	39.0	62.2	37.8	0.0
	2020	91	87	95.6	42	46.2	4	4.4	42	46.2	5	5.5	17	18.7	59.3	40.7	0.0
1	2018	52	33	63.5	36	69.2	9	17.3	37	71.2	11	21.2	3	5.8	57.7	42.3	3.8
	2019	94	90	95.7	47	50.0	14	14.9	46	48.9	8	8.5	13	13.8	53.2	46.8	1.1
	2020	92	87	94.6	38	41.3	7	7.6	38	41.3	9	9.8	19	20.7	55.4	44.6	1.1
2	2018	67	40	59.7	46	68.7	7	10.4	49	73.1	11	16.4	5	7.5	47.8	52.2	3.0
	2019	81	78	96.3	39	48.1	17	21.0	45	55.6	15	18.5	14	17.3	54.3	45.7	3.7
	2020	85	82	96.5	41	48.2	17	20.0	42	49.4	16	18.8	19	22.4	54.1	45.9	0.0
3	2018	73	55	75.3	58	79.5	6	8.2	58	79.5	10	13.7	5	6.8	43.8	56.2	4.1
	2019	123	119	96.7	59	48.0	15	12.2	66	53.7	19	15.4	20	16.3	43.1	56.9	0.0
	2020	77	75	97.4	37	48.1	15	19.5	37	48.1	16	20.8	11	14.3	57.1	42.9	1.3
4	2018	69	60	87.0	48	69.6	9	13.0	53	76.8	12	17.4	5	7.2	56.5	43.5	2.9
	2019	132	128	97.0	70	53.0	20	15.2	95	72.0	23	17.4	18	13.6	53.0	47.0	0.0
	2020	122	116	95.1	50	41.0	17	13.9	78	63.9	23	18.9	15	12.3	46.7	53.3	0.8
5	2018	74	62	83.8	47	63.5	8	10.8	62	83.8	17	23.0	4	5.4	60.8	39.2	0.0
	2019	119	114	95.8	61	51.3	18	15.1	91	76.5	23	19.3	14	11.8	57.1	42.9	0.8
	2020	123	118	95.9	62	50.4	23	18.7	81	65.9	21	17.1	13	10.6	52.0	48.0	0.0
PK-5	2018	442	336	76.0	313	70.8	54	12.2	340	76.9	61	13.8	69	15.6	54.5	45.5	4.5
	2019	697	669	96.0	350	50.2	96	13.8	389	55.8	96	13.8	167	24.0	53.8	46.2	2.0
	2020	647	621	96.0	298	46.1	85	13.1	345	53.3	90	13.9	139	21.5	53.0	47.0	2.5

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	62	11,061	60	95.7	10,520	95.1	7	11.3	17.8	57	9,830	91.7	88.9
	2019	86	10,918	82	95.4	10,370	95.0	19	22.1	5.7	70	9,637	81.5	88.3
	2020	88	10,874	83	93.9	10,319	94.9	7	7.9	3.8	74	9,815	83.7	90.3
1	2018	50	11,550	48	96.0	11,055	95.7	7	14.0	16.6	44	10,347	88.1	89.6
	2019	92	11,198	88	95.2	10,715	95.7	8	8.7	5.0	79	10,069	85.8	89.9
	2020	86	11,192	82	95.3	10,678	95.4	5	5.8	3.9	78	10,139	91.1	90.6
2	2018	67	11,864	65	97.2	11,398	96.1	6	9.0	15.9	63	10,717	94.5	90.3
	2019	83	11,232	78	94.7	10,781	96.0	12	14.5	4.8	64	10,169	77.5	90.5
	2020	86	11,070	82	95.1	10,616	95.9	10	11.6	3.2	73	10,175	84.6	91.9
3	2018	73	12,536	71	96.7	12,080	96.4	10	13.7	14.4	67	11,431	91.8	91.2
	2019	121	11,452	117	96.9	11,029	96.3	19	15.7	4.6	108	10,478	89.3	91.5
	2020	77	11,093	73	95.5	10,664	96.1	13	16.9	3.5	64	10,181	83.4	91.8
4	2018	69	12,675	66	95.9	12,235	96.5	5	7.2	14.1	63	11,637	91.1	91.8
	2019	124	12,118	119	96.0	11,690	96.5	11	8.8	4.9	107	11,112	86.0	91.7
	2020	113	11,323	107	94.7	10,902	96.3	8	7.1	3.4	98	10,479	86.7	92.5
5	2018	74	12,498	71	96.0	12,078	96.6	3	4.0	6.1	70	11,513	94.5	92.1
	2019	121	12,193	116	95.8	11,779	96.6	11	9.1	4.5	103	11,300	85.3	92.7
	2020	126	11,957	121	95.9	11,518	96.3	12	9.5	3.2	110	11,098	87.0	92.8
KN-5	2018	395	72,186	380	96.3	69,366	96.1	38	9.6	14.0	364	65,475	92.1	90.7
	2019	627	69,110	600	95.8	66,364	96.0	80	12.8	4.9	531	62,765	84.8	90.8
	2020	577	67,509	548	95.1	64,698	95.8	55	9.5	3.5	497	61,887	86.2	91.7

Teachers: 40

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	10	25.0
Hispanic	23	57.5
White	4	10.0
Multiple	0	0.0
Other	3	7.5

Gender	Number	Percentage
Female	30	75.0
Male	10	25.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.2	76.5
2018-19	6.5	11.1
2019-20	7.1	84.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	7.5
1	11	27.5
2	1	2.5
3	2	5.0
4	6	15.0
5	2	5.0
1-3	14	35.0
More than 3	23	57.5
1 - 5	22	55.0
6 - 10	5	12.5
11 - 20	9	22.5
More than 20	1	2.5

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (42)	Beginning	30	71.4	30	71.4	41	97.6	41	97.6	32	76.2
	Intermediate	6	14.3	7	16.7	0	0.0	0	0.0	9	21.4
	Advanced	6	14.3	5	11.9	1	2.4	1	2.4	1	2.4
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (38)	Beginning	10	26.3	12	31.6	28	73.7	24	63.2	13	34.2
	Intermediate	11	28.9	13	34.2	7	18.4	9	23.7	20	52.6
	Advanced	16	42.1	11	28.9	2	5.3	4	10.5	4	10.5
	Advanced High	1	2.6	2	5.3	1	2.6	1	2.6	1	2.6
2 (40)	Beginning	0	0.0	16	41.0	15	38.5	12	30.0	5	13.2
	Intermediate	18	46.2	20	51.3	12	30.8	22	55.0	25	65.8
	Advanced	19	48.7	2	5.1	8	20.5	5	12.5	8	21.1
	Advanced High	2	5.1	1	2.6	4	10.3	1	2.5	0	0.0
3 (37)	Beginning	0	0.0	6	16.2	9	25.0	6	16.2	1	2.8
	Intermediate	5	13.5	15	40.5	15	41.7	6	16.2	13	36.1
	Advanced	14	37.8	10	27.0	12	33.3	13	35.1	16	44.4
	Advanced High	18	48.6	6	16.2	0	0.0	12	32.4	6	16.7
4 (50)	Beginning	4	8.0	4	8.0	8	16.7	4	8.0	2	4.2
	Intermediate	15	30.0	22	44.0	16	33.3	15	30.0	16	33.3
	Advanced	20	40.0	22	44.0	21	43.8	13	26.0	23	47.9
	Advanced High	11	22.0	2	4.0	3	6.3	18	36.0	7	14.6


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
32 22 (68.8%)	Beginning	8			
	Intermediate	17	2		
	Advanced	2	2	0	
	Advanced High	1	0	0	
36 13 (36.1%)	Beginning	4			
	Intermediate	9	15		
	Advanced	0	4	3	
	Advanced High	0	0	0	
35 16 (45.7%)	Beginning	1			
	Intermediate	1	11		
	Advanced	0	9	7	
	Advanced High	0	1	5	
49 15 (30.6%)	Beginning	1			
	Intermediate	0	16		
	Advanced	0	8	15	
	Advanced High	0	0	7	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (61)	Beginning	6	10.0	6	10.0	12	19.7	7	11.7	5	8.3
	Intermediate	13	21.7	26	43.3	22	36.1	11	18.3	16	26.7
	Advanced	21	35.0	21	35.0	15	24.6	13	21.7	25	41.7
	Advanced High	20	33.3	7	11.7	12	19.7	29	48.3	14	23.3
ALL (268)	Beginning	50	18.8	74	27.8	113	42.8	94	35.2	58	22.1
	Intermediate	68	25.6	103	38.7	72	27.3	63	23.6	99	37.8
	Advanced	96	36.1	71	26.7	59	22.3	49	18.4	77	29.4
	Advanced High	52	19.5	18	6.8	20	7.6	61	22.8	28	10.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
61 <hr/> 32 (52.5%)	Beginning	5			
	Intermediate	3	13		
	Advanced	0	15	10	
	Advanced High	0	1	13	
213 <hr/> 98 (46.0%)	Beginning	19			
	Intermediate	30	57		
	Advanced	2	38	35	
	Advanced High	1	2	25	

 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

83	72.0	78.5			71.1		78.9	
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GRADE 1 READING

50	69.9	81.9			90.0		91.2	
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GRADE 1 READING SPANISH

34	67.6	78.4			76.5		89.5	
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GRADE 2 MATHEMATICS

83	64.5	75.2	86.2		65.1	94.0	76.5	92.3
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GRADE 2 READING

46	55.8	70.5	88.0		45.7	97.8	72.1	91.3
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GRADE 2 READING SPANISH

37	73.1	79.8	94.9		73.0	100.0	75.1	92.0
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GRADE 3 MATHEMATICS

70	66.7	77.8	83.3		74.3	94.3	70.6	90.8
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GRADE 3 READING

36	51.3	70.8	83.6		50.0	100.0	62.6	88.7
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GRADE 3 READING SPANISH

31	62.4	77.5	90.9		71.0	100.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

65	52.9	66.4	76.9		43.1	84.6	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

42	76.3	80.3	88.3		78.6	97.6	68.5	91.9
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GRADE 4 MATHEMATICS

108	67.6	76.3	79.9		68.5	83.3	71.7	90.4
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GRADE 4 READING

65	43.3	69.1	75.4		47.7	81.5	68.8	92.4
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GRADE 4 READING SPANISH

42	76.3	84.2	88.3		92.9	97.6	80.7	91.8
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GRADE 5 MATHEMATICS

119	75.3	81.9	85.4		80.7	95.8	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

4	*	*	*		*	*	56.2	*
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GRADE 5 READING

64	52.6	76.3	89.7		79.7	100.0	79.5	94.1
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GRADE 5 READING SPANISH

59	70.3	78.3	83.7		83.1	100.0	79.8	94.9
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GRADE 5 SCIENCE

83	81.5	83.7	86.6		84.3	98.8	76.5	95.9
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GRADE 5 SCIENCE SPANISH

39	72.7	78.5	81.9		82.1	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 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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