



School Number 187

NANCY MOSELEY 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	101
KN	98
1	103
2	109
3	86
4	107
5	93
ALL	697

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	66	9.5	12	25.0
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	8	1.1	*	*
Hispanic	599	85.9	25	52.1
White	16	2.3	8	16.7
Multiple	7	1.0	1	2.1
Other* (teachers only)	—	—	2	4.2
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	454	65.1
Economically disadvantaged	673	96.6
Limited English proficient (LEP)	436	62.6
Special education	84	12.1
Talented and Gifted (TAG)	117	16.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	104	9	8.7	0	0.0	0	0.0	93	89.4	2	1.9	0	0.0
	2019	99	5	5.1	1	1.0	0	0.0	90	90.9	3	3.0	0	0.0
	2020	101	5	5.0	0	0.0	2	2.0	90	89.1	2	2.0	2	2.0
KN	2018	103	9	8.7	0	0.0	0	0.0	91	88.3	3	2.9	0	0.0
	2019	102	10	9.8	0	0.0	0	0.0	88	86.3	3	2.9	1	1.0
	2020	98	6	6.1	0	0.0	2	2.0	88	89.8	2	2.0	0	0.0
1	2018	84	12	14.3	0	0.0	1	1.2	70	83.3	1	1.2	0	0.0
	2019	112	11	9.8	0	0.0	0	0.0	98	87.5	3	2.7	0	0.0
	2020	103	12	11.7	0	0.0	0	0.0	86	83.5	3	2.9	2	1.9
2	2018	118	14	11.9	1	0.8	0	0.0	101	85.6	2	1.7	0	0.0
	2019	95	11	11.6	0	0.0	2	2.1	78	82.1	2	2.1	2	2.1
	2020	109	10	9.2	0	0.0	1	0.9	96	88.1	2	1.8	0	0.0
3	2018	103	17	16.5	0	0.0	0	0.0	84	81.6	2	1.9	0	0.0
	2019	114	15	13.2	1	0.9	0	0.0	96	84.2	2	1.8	0	0.0
	2020	86	8	9.3	0	0.0	2	2.3	72	83.7	2	2.3	2	2.3
4	2018	126	15	11.9	0	0.0	0	0.0	111	88.1	0	0.0	0	0.0
	2019	101	20	19.8	0	0.0	0	0.0	79	78.2	2	2.0	0	0.0
	2020	107	13	12.1	1	0.9	1	0.9	88	82.2	3	2.8	1	0.9
5	2018	126	13	10.3	0	0.0	0	0.0	112	88.9	1	0.8	0	0.0
	2019	110	8	7.3	0	0.0	0	0.0	102	92.7	0	0.0	0	0.0
	2020	93	12	12.9	0	0.0	0	0.0	79	84.9	2	2.2	0	0.0
PK-5	2018	764	89	11.6	1	0.1	1	0.1	662	86.6	11	1.4	0	0.0
	2019	733	80	10.9	2	0.3	2	0.3	631	86.1	15	2.0	3	0.4
	2020	697	66	9.5	1	0.1	8	1.1	599	85.9	16	2.3	7	1.0

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	104	100	96.2	81	77.9	4	3.8	83	79.8	0	0.0	97	93.3	53.8	46.2	6.7
	2019	99	99	100.0	73	73.7	4	4.0	25	25.3	0	0.0	73	73.7	55.6	44.4	28.3
	2020	101	101	100.0	70	69.3	0	0.0	70	69.3	0	0.0	73	72.3	45.5	54.5	24.8
KN	2018	103	95	92.2	55	53.4	9	8.7	56	54.4	0	0.0	20	19.4	48.5	51.5	1.0
	2019	102	93	91.2	67	65.7	8	7.8	51	50.0	5	4.9	28	27.5	56.9	43.1	0.0
	2020	98	94	95.9	64	65.3	17	17.3	62	63.3	1	1.0	24	24.5	56.1	43.9	1.0
1	2018	84	76	90.5	47	56.0	11	13.1	55	65.5	18	21.4	7	8.3	47.6	52.4	13.1
	2019	112	103	92.0	57	50.9	12	10.7	54	48.2	20	17.9	9	8.0	46.4	53.6	0.9
	2020	103	97	94.2	66	64.1	11	10.7	63	61.2	13	12.6	7	6.8	55.3	44.7	2.9
2	2018	118	105	89.0	77	65.3	18	15.3	79	66.9	29	24.6	7	5.9	51.7	48.3	0.8
	2019	95	88	92.6	54	56.8	14	14.7	60	63.2	20	21.1	4	4.2	48.4	51.6	10.5
	2020	109	104	95.4	62	56.9	19	17.4	57	52.3	22	20.2	6	5.5	45.0	55.0	6.4
3	2018	103	98	95.1	65	63.1	11	10.7	74	71.8	23	22.3	6	5.8	46.6	53.4	11.7
	2019	114	105	92.1	75	65.8	18	15.8	72	63.2	35	30.7	7	6.1	50.0	50.0	2.6
	2020	86	80	93.0	51	59.3	12	14.0	52	60.5	18	20.9	5	5.8	46.5	53.5	4.7
4	2018	126	120	95.2	81	64.3	15	11.9	99	78.6	40	31.7	10	7.9	50.8	49.2	0.8
	2019	101	92	91.1	58	57.4	12	11.9	71	70.3	24	23.8	11	10.9	46.5	53.5	0.0
	2020	107	107	100.0	64	59.8	17	15.9	84	78.5	33	30.8	11	10.3	57.0	43.0	0.9
5	2018	126	123	97.6	76	60.3	20	15.9	104	82.5	31	24.6	10	7.9	52.4	47.6	0.0
	2019	110	107	97.3	70	63.6	18	16.4	93	84.5	30	27.3	3	2.7	52.7	47.3	0.9
	2020	93	90	96.8	59	63.4	8	8.6	66	71.0	30	32.3	5	5.4	47.3	52.7	0.0
PK-5	2018	764	717	93.8	482	63.1	88	11.5	550	72.0	141	18.5	157	20.5	50.4	49.6	4.3
	2019	733	687	93.7	454	61.9	86	11.7	426	58.1	134	18.3	135	18.4	50.9	49.1	5.9
	2020	697	673	96.6	436	62.6	84	12.1	454	65.1	117	16.8	131	18.8	50.5	49.5	5.9

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	101	11,061	95	94.4	10,520	95.1	14	13.9	17.8	92	9,830	91.4	88.9
	2019	101	10,918	96	95.1	10,370	95.0	3	3.0	5.7	87	9,637	86.0	88.3
	2020	94	10,874	89	94.1	10,319	94.9	8	8.5	3.8	86	9,815	91.0	90.3
1	2018	86	11,550	82	94.9	11,055	95.7	7	8.1	16.6	75	10,347	86.9	89.6
	2019	110	11,198	104	94.8	10,715	95.7	1	0.9	5.0	100	10,069	90.9	89.9
	2020	102	11,192	97	95.2	10,678	95.4	6	5.9	3.9	93	10,139	91.3	90.6
2	2018	121	11,864	116	96.2	11,398	96.1	11	9.1	15.9	114	10,717	94.5	90.3
	2019	94	11,232	89	95.5	10,781	96.0	2	2.1	4.8	84	10,169	89.7	90.5
	2020	108	11,070	103	95.7	10,616	95.9	2	1.9	3.2	101	10,175	93.8	91.9
3	2018	103	12,536	99	96.6	12,080	96.4	6	5.8	14.4	100	11,431	97.4	91.2
	2019	110	11,452	107	96.6	11,029	96.3	3	2.7	4.6	104	10,478	94.3	91.5
	2020	89	11,093	85	95.1	10,664	96.1	4	4.5	3.5	81	10,181	91.0	91.8
4	2018	127	12,675	122	96.1	12,235	96.5	18	14.2	14.1	117	11,637	92.2	91.8
	2019	99	12,118	96	96.8	11,690	96.5	1	1.0	4.9	90	11,112	91.0	91.7
	2020	110	11,323	105	95.4	10,902	96.3	2	1.8	3.4	99	10,479	90.1	92.5
5	2018	124	12,498	120	97.3	12,078	96.6	6	4.8	6.1	117	11,513	94.6	92.1
	2019	112	12,193	107	96.3	11,779	96.6	2	1.8	4.5	104	11,300	93.2	92.7
	2020	94	11,957	91	96.8	11,518	96.3	3	3.2	3.2	87	11,098	92.9	92.8
KN-5	2018	661	72,186	635	96.0	69,366	96.1	62	9.4	14.0	615	65,475	93.0	90.7
	2019	625	69,110	600	95.9	66,364	96.0	12	1.9	4.9	569	62,765	91.0	90.8
	2020	597	67,509	569	95.4	64,698	95.8	25	4.2	3.5	547	61,887	91.7	91.7

Teachers: 48

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	12	25.0
Hispanic	25	52.1
White	8	16.7
Multiple	1	2.1
Other	2	4.2

Gender	Number	Percentage
Female	41	85.4
Male	7	14.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.8	66.7
2018-19	5.7	59.6
2019-20	5.1	83.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	4.2
1	3	6.3
2	6	12.5
3	3	6.3
4	2	4.2
5	4	8.3
1-3	12	25.0
More than 3	34	70.8
1 - 5	18	37.5
6 - 10	11	22.9
11 - 20	13	27.1
More than 20	4	8.3

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
KN (56)	Beginning	16	28.6	25	44.6	42	75.0	42	75.0	25	44.6
	Intermediate	19	33.9	14	25.0	7	12.5	6	10.7	20	35.7
	Advanced	16	28.6	13	23.2	3	5.4	3	5.4	7	12.5
	Advanced High	5	8.9	4	7.1	4	7.1	5	8.9	4	7.1
1 (64)	Beginning	11	17.2	21	32.8	41	64.1	38	59.4	21	32.8
	Intermediate	21	32.8	17	26.6	21	32.8	17	26.6	22	34.4
	Advanced	24	37.5	18	28.1	2	3.1	8	12.5	20	31.3
	Advanced High	8	12.5	8	12.5	0	0.0	1	1.6	1	1.6
2 (62)	Beginning	1	4.3	2	8.7	24	38.7	12	19.4	1	4.3
	Intermediate	6	26.1	15	65.2	20	32.3	26	41.9	10	43.5
	Advanced	12	52.2	4	17.4	12	19.4	15	24.2	10	43.5
	Advanced High	4	17.4	2	8.7	6	9.7	9	14.5	2	8.7
3 (51)	Beginning	0	0.0	5	15.6	18	35.3	10	19.6	0	0.0
	Intermediate	4	12.5	24	75.0	9	17.6	16	31.4	17	53.1
	Advanced	12	37.5	3	9.4	18	35.3	13	25.5	14	43.8
	Advanced High	16	50.0	0	0.0	6	11.8	12	23.5	1	3.1
4 (62)	Beginning	0	0.0	0	0.0	3	7.7	7	11.3	0	0.0
	Intermediate	0	0.0	0	0.0	16	41.0	15	24.2	0	0.0
	Advanced	0	0.0	0	0.0	7	17.9	21	33.9	0	0.0
	Advanced High	0	0.0	0	0.0	13	33.3	19	30.6	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	—	—	—	
63 26 (41.3%)	Beginning	20			
	Intermediate	8	14		
	Advanced	3	14	3	
	Advanced High	0	1	0	
58 13 (22.4%)	Beginning	0			
	Intermediate	3	6		
	Advanced	2	6	2	
	Advanced High	0	1	1	
50 7 (14.0%)	Beginning	0			
	Intermediate	2	14		
	Advanced	0	4	10	
	Advanced High	0	0	1	
61 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (59)	Beginning	2	5.0	3	7.5	4	10.5	4	6.8	1	5.3
	Intermediate	5	12.5	17	42.5	7	18.4	8	13.6	5	26.3
	Advanced	15	37.5	16	40.0	20	52.6	10	16.9	8	42.1
	Advanced High	18	45.0	4	10.0	7	18.4	37	62.7	5	26.3
ALL (354)	Beginning	30	14.0	56	26.0	132	42.6	113	31.9	48	24.7
	Intermediate	55	25.6	87	40.5	80	25.8	88	24.9	74	38.1
	Advanced	79	36.7	54	25.1	62	20.0	70	19.8	59	30.4
	Advanced High	51	23.7	18	8.4	36	11.6	83	23.4	13	6.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
55 7 (12.7%)	Beginning	1			
	Intermediate	0	3		
	Advanced	0	2	6	
	Advanced High	0	0	5	
287 53 (18.5%)	Beginning	21			
	Intermediate	13	37		
	Advanced	5	26	21	
	Advanced High	0	2	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

94	74.7	80.6			76.6		78.9	
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GRADE 1 READING

32	78.0	86.8			93.8		91.2	
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GRADE 1 READING SPANISH

63	85.4	90.3			96.8		89.5	
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GRADE 2 MATHEMATICS

94	76.7	83.7	83.3		86.2	93.6	76.5	92.3
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GRADE 2 READING

44	71.3	80.8	88.5		84.1	97.7	72.1	91.3
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GRADE 2 READING SPANISH

49	80.6	85.5	84.2		89.8	87.8	75.1	92.0
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GRADE 3 MATHEMATICS

77	65.9	77.3	81.1		77.9	88.3	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

2	*	*	*		*	*	57.0	*
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GRADE 3 READING

42	53.0	71.8	77.0		57.1	83.3	62.6	88.7
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GRADE 3 READING SPANISH

37	48.9	69.4	74.5		48.6	75.7	57.7	88.7
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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 MATHEMATICS SPANISH

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GRADE 3 READING

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GRADE 3 READING SPANISH

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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

43	57.3	69.5	77.0		58.1	88.4	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

58	76.5	80.4	78.9		79.3	84.5	68.5	91.9
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GRADE 4 MATHEMATICS

101	71.6	79.3	80.8		76.2	97.0	71.7	90.4
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GRADE 4 READING

48	51.1	73.4	79.1		66.7	95.8	68.8	92.4
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GRADE 4 READING SPANISH

53	79.0	86.0	79.4		98.1	88.7	80.7	91.8
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GRADE 5 MATHEMATICS

85	79.1	84.7	85.6		84.7	94.1	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

3	*	*	*		*	*	56.2	*
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GRADE 5 READING

41	54.7	77.3	80.6		87.8	95.1	79.5	94.1
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GRADE 5 READING SPANISH

47	79.9	85.3	83.6		97.9	100.0	79.8	94.9
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GRADE 5 SCIENCE

84	76.6	79.3	84.5		73.8	92.9	76.5	95.9
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GRADE 5 SCIENCE SPANISH

4	*	*	*		*	*	73.2	*
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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

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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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