



School Number 272

MARIA MORENO 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	47
KN	48
1	64
2	62
3	52
4	55
5	59
ALL	387

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	4	1.0	3	10.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	376	97.2	13	44.8
White	4	1.0	10	34.5
Multiple	3	0.8	3	10.3
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	228	58.9
Economically disadvantaged	367	94.8
Limited English proficient (LEP)	215	55.6
Special education	58	15.0
Talented and Gifted (TAG)	44	11.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	43	1	2.3	0	0.0	0	0.0	40	93.0	2	4.7	0	0.0
	2019	40	1	2.5	0	0.0	0	0.0	39	97.5	0	0.0	0	0.0
	2020	47	0	0.0	0	0.0	0	0.0	47	100.0	0	0.0	0	0.0
KN	2018	68	1	1.5	0	0.0	0	0.0	63	92.6	3	4.4	1	1.5
	2019	63	1	1.6	0	0.0	0	0.0	61	96.8	1	1.6	0	0.0
	2020	48	0	0.0	0	0.0	0	0.0	48	100.0	0	0.0	0	0.0
1	2018	59	5	8.5	0	0.0	0	0.0	52	88.1	1	1.7	1	1.7
	2019	60	0	0.0	0	0.0	0	0.0	58	96.7	2	3.3	0	0.0
	2020	64	0	0.0	0	0.0	0	0.0	62	96.9	1	1.6	1	1.6
2	2018	64	2	3.1	0	0.0	0	0.0	60	93.8	2	3.1	0	0.0
	2019	59	6	10.2	0	0.0	0	0.0	53	89.8	0	0.0	0	0.0
	2020	62	0	0.0	0	0.0	0	0.0	59	95.2	2	3.2	1	1.6
3	2018	67	1	1.5	0	0.0	0	0.0	65	97.0	1	1.5	0	0.0
	2019	53	0	0.0	0	0.0	0	0.0	51	96.2	1	1.9	1	1.9
	2020	52	3	5.8	0	0.0	0	0.0	48	92.3	0	0.0	1	1.9
4	2018	60	0	0.0	0	0.0	0	0.0	58	96.7	2	3.3	0	0.0
	2019	58	1	1.7	0	0.0	0	0.0	57	98.3	0	0.0	0	0.0
	2020	55	1	1.8	0	0.0	0	0.0	53	96.4	1	1.8	0	0.0
5	2018	73	2	2.7	0	0.0	0	0.0	69	94.5	1	1.4	1	1.4
	2019	52	0	0.0	0	0.0	0	0.0	51	98.1	0	0.0	1	1.9
	2020	59	0	0.0	0	0.0	0	0.0	59	100.0	0	0.0	0	0.0
PK-5	2018	434	12	2.8	0	0.0	0	0.0	407	93.8	12	2.8	3	0.7
	2019	385	9	2.3	0	0.0	0	0.0	370	96.1	4	1.0	2	0.5
	2020	387	4	1.0	0	0.0	0	0.0	376	97.2	4	1.0	3	0.8

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	43	42	97.7	26	60.5	0	0.0	26	60.5	0	0.0	42	97.7	41.9	58.1	2.3
	2019	40	40	100.0	27	67.5	2	5.0	3	7.5	0	0.0	36	90.0	45.0	55.0	7.5
	2020	47	47	100.0	17	36.2	0	0.0	17	36.2	0	0.0	46	97.9	51.1	48.9	2.1
KN	2018	68	60	88.2	35	51.5	6	8.8	36	52.9	0	0.0	24	35.3	64.7	35.3	0.0
	2019	63	59	93.7	32	50.8	20	31.7	29	46.0	0	0.0	12	19.0	55.6	44.4	0.0
	2020	48	47	97.9	28	58.3	6	12.5	28	58.3	2	4.2	11	22.9	37.5	62.5	2.1
1	2018	59	48	81.4	37	62.7	4	6.8	38	64.4	2	3.4	7	11.9	52.5	47.5	1.7
	2019	60	55	91.7	29	48.3	8	13.3	29	48.3	0	0.0	4	6.7	63.3	36.7	1.7
	2020	64	60	93.8	35	54.7	18	28.1	37	57.8	4	6.3	4	6.3	50.0	50.0	6.3
2	2018	64	51	79.7	42	65.6	14	21.9	44	68.8	5	7.8	4	6.3	57.8	42.2	4.7
	2019	59	57	96.6	37	62.7	11	18.6	35	59.3	2	3.4	5	8.5	54.2	45.8	5.1
	2020	62	57	91.9	32	51.6	6	9.7	33	53.2	7	11.3	7	11.3	64.5	35.5	3.2
3	2018	67	62	92.5	40	59.7	6	9.0	42	62.7	13	19.4	3	4.5	52.2	47.8	3.0
	2019	53	52	98.1	34	64.2	10	18.9	35	66.0	6	11.3	3	5.7	56.6	43.4	0.0
	2020	52	49	94.2	32	61.5	9	17.3	32	61.5	4	7.7	3	5.8	48.1	51.9	0.0
4	2018	60	54	90.0	36	60.0	7	11.7	45	75.0	10	16.7	1	1.7	58.3	41.7	0.0
	2019	58	55	94.8	37	63.8	9	15.5	46	79.3	12	20.7	3	5.2	46.6	53.4	1.7
	2020	55	52	94.5	33	60.0	9	16.4	40	72.7	9	16.4	8	14.5	54.5	45.5	0.0
5	2018	73	70	95.9	50	68.5	7	9.6	63	86.3	21	28.8	2	2.7	47.9	52.1	0.0
	2019	52	49	94.2	35	67.3	5	9.6	40	76.9	15	28.8	2	3.8	55.8	44.2	0.0
	2020	59	55	93.2	38	64.4	10	16.9	41	69.5	18	30.5	4	6.8	40.7	59.3	0.0
PK-5	2018	434	387	89.2	266	61.3	44	10.1	294	67.7	51	11.8	83	19.1	54.1	45.9	1.6
	2019	385	367	95.3	231	60.0	65	16.9	217	56.4	35	9.1	65	16.9	54.3	45.7	2.1
	2020	387	367	94.8	215	55.6	58	15.0	228	58.9	44	11.4	83	21.4	49.9	50.1	2.1

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	69	11,061	66	95.0	10,520	95.1	6	8.7	17.8	65	9,830	94.2	88.9
	2019	65	10,918	61	94.1	10,370	95.0	4	6.2	5.7	56	9,637	86.7	88.3
	2020	45	10,874	43	94.1	10,319	94.9	1	2.2	3.8	41	9,815	90.7	90.3
1	2018	59	11,550	56	94.9	11,055	95.7	9	15.2	16.6	52	10,347	88.1	89.6
	2019	63	11,198	60	95.3	10,715	95.7	3	4.8	5.0	59	10,069	93.6	89.9
	2020	63	11,192	60	94.5	10,678	95.4	3	4.7	3.9	59	10,139	93.0	90.6
2	2018	64	11,864	62	96.1	11,398	96.1	6	9.3	15.9	62	10,717	96.3	90.3
	2019	58	11,232	55	95.4	10,781	96.0	5	8.6	4.8	54	10,169	93.2	90.5
	2020	62	11,070	59	95.1	10,616	95.9	1	1.6	3.2	56	10,175	90.4	91.9
3	2018	67	12,536	65	96.8	12,080	96.4	10	14.9	14.4	64	11,431	95.1	91.2
	2019	54	11,452	52	95.2	11,029	96.3	1	1.8	4.6	49	10,478	90.0	91.5
	2020	52	11,093	50	95.8	10,664	96.1	0	0.0	3.5	50	10,181	95.6	91.8
4	2018	61	12,675	59	96.6	12,235	96.5	4	6.6	14.1	59	11,637	97.1	91.8
	2019	59	12,118	56	95.6	11,690	96.5	3	5.1	4.9	51	11,112	86.7	91.7
	2020	53	11,323	51	96.5	10,902	96.3	0	0.0	3.4	51	10,479	96.5	92.5
5	2018	70	12,498	68	96.9	12,078	96.6	2	2.8	6.1	67	11,513	95.0	92.1
	2019	53	12,193	51	97.7	11,779	96.6	1	1.9	4.5	53	11,300	100.0	92.7
	2020	59	11,957	57	96.7	11,518	96.3	1	1.7	3.2	56	11,098	95.7	92.8
KN-5	2018	391	72,186	376	96.1	69,366	96.1	37	9.5	14.0	369	65,475	94.4	90.7
	2019	351	69,110	336	95.5	66,364	96.0	17	4.8	4.9	322	62,765	91.6	90.8
	2020	334	67,509	319	95.4	64,698	95.8	6	1.8	3.5	313	61,887	93.6	91.7

Teachers: 29

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	10.3
Hispanic	13	44.8
White	10	34.5
Multiple	3	10.3
Other	0	0.0

Gender	Number	Percentage
Female	21	72.4
Male	8	27.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.5	76.5
2018-19	6.2	73.3
2019-20	4.6	72.4

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	3.4
2	3	10.3
3	3	10.3
4	3	10.3
5	5	17.2
1-3	7	24.1
More than 3	22	75.9
1 - 5	15	51.7
6 - 10	4	13.8
11 - 20	5	17.2
More than 20	5	17.2

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 (28)	Beginning	15	53.6	19	67.9	27	96.4	26	92.9	19	67.9
	Intermediate	8	28.6	5	17.9	0	0.0	1	3.6	8	28.6
	Advanced	4	14.3	3	10.7	1	3.6	1	3.6	0	0.0
	Advanced High	1	3.6	1	3.6	0	0.0	0	0.0	1	3.6
1 (34)	Beginning	17	50.0	20	58.8	32	94.1	31	91.2	21	61.8
	Intermediate	14	41.2	12	35.3	1	2.9	2	5.9	11	32.4
	Advanced	2	5.9	1	2.9	1	2.9	1	2.9	1	2.9
	Advanced High	1	2.9	1	2.9	0	0.0	0	0.0	1	2.9
2 (32)	Beginning	1	3.1	4	12.5	7	21.9	12	37.5	2	6.3
	Intermediate	9	28.1	19	59.4	12	37.5	10	31.3	17	53.1
	Advanced	15	46.9	7	21.9	9	28.1	6	18.8	11	34.4
	Advanced High	7	21.9	2	6.3	4	12.5	4	12.5	2	6.3
3 (31)	Beginning	0	0.0	3	9.7	5	16.1	8	25.8	2	6.5
	Intermediate	3	9.7	10	32.3	15	48.4	4	12.9	8	25.8
	Advanced	13	41.9	11	35.5	10	32.3	11	35.5	16	51.6
	Advanced High	15	48.4	7	22.6	1	3.2	8	25.8	5	16.1
4 (31)	Beginning	5	16.1	4	12.9	3	9.7	7	22.6	2	6.5
	Intermediate	9	29.0	13	41.9	9	29.0	8	25.8	13	41.9
	Advanced	11	35.5	10	32.3	10	32.3	4	12.9	9	29.0
	Advanced High	6	19.4	4	12.9	9	29.0	12	38.7	7	22.6


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
–	Beginning	–			
–	Intermediate	–	–		
–	Advanced	–	–	–	
–	Advanced High	–	–	–	
29	Beginning	16			
3 (10.3%)	Intermediate	2	9		
	Advanced	0	0	1	
	Advanced High	0	0	1	
28	Beginning	1			
13 (46.4%)	Intermediate	4	10		
	Advanced	1	6	4	
	Advanced High	0	2	0	
31	Beginning	2			
20 (64.5%)	Intermediate	3	5		
	Advanced	1	11	4	
	Advanced High	0	0	5	
29	Beginning	0			
8 (27.6%)	Intermediate	1	12		
	Advanced	0	0	9	
	Advanced High	0	1	6	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (36)	Beginning	3	8.6	0	0.0	1	2.8	3	8.6	1	2.9
	Intermediate	4	11.4	17	48.6	5	13.9	3	8.6	4	11.4
	Advanced	12	34.3	12	34.3	10	27.8	13	37.1	18	51.4
	Advanced High	16	45.7	6	17.1	20	55.6	16	45.7	12	34.3
ALL (192)	Beginning	41	21.5	50	26.2	75	39.1	87	45.5	47	24.6
	Intermediate	47	24.6	76	39.8	42	21.9	28	14.7	61	31.9
	Advanced	57	29.8	44	23.0	41	21.4	36	18.8	55	28.8
	Advanced High	46	24.1	21	11.0	34	17.7	40	20.9	28	14.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
34 22 (64.7%)	Beginning	0			
	Intermediate	2	2		
	Advanced	0	8	10	
	Advanced High	0	1	11	
151 66 (43.7%)	Beginning	19			
	Intermediate	12	38		
	Advanced	2	25	28	
	Advanced High	0	4	23	

 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

54	82.5	86.6			87.0		78.9	
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GRADE 1 READING

29	74.5	84.7			86.2		91.2	
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GRADE 1 READING SPANISH

25	91.6	94.4			92.0		89.5	
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GRADE 2 MATHEMATICS

61	72.5	80.8	83.2		78.7	91.8	76.5	92.3
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GRADE 2 READING

31	68.4	78.9	77.6		80.6	80.6	72.1	91.3
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GRADE 2 READING SPANISH

31	76.5	82.3	84.8		80.6	90.3	75.1	92.0
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GRADE 3 MATHEMATICS

49	75.0	83.3	84.0		81.6	91.8	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

1	*	*	*		*	*	57.0	*
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GRADE 3 READING

20	63.0	77.8	80.9		75.0	100.0	62.6	88.7
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GRADE 3 READING SPANISH

29	69.7	81.8	81.7		86.2	89.7	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

19	53.9	67.0	80.2		47.4	89.5	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

28	73.7	78.1	81.7		75.0	92.9	68.5	91.9
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GRADE 4 MATHEMATICS

47	72.1	79.6	82.0		72.3	91.5	71.7	90.4
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GRADE 4 READING

18	42.8	68.8	81.9		50.0	100.0	68.8	92.4
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GRADE 4 READING SPANISH

28	75.5	83.7	81.7		89.3	92.9	80.7	91.8
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GRADE 5 MATHEMATICS

53	72.6	80.0	87.3		83.0	100.0	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

1	*	*	*		*	*	56.2	*
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GRADE 5 READING

24	55.9	77.9	84.3		87.5	100.0	79.5	94.1
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GRADE 5 READING SPANISH

30	78.2	84.0	85.0		93.3	100.0	79.8	94.9
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GRADE 5 SCIENCE

51	76.7	79.4	87.6		78.4	100.0	76.5	95.9
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GRADE 5 SCIENCE SPANISH

3	*	*	*		*	*	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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