



School Number 233

NATHAN ADAMS ELEMENTARY SCHOOL

- 2. Contents Table of Contents
- 3. Notes Notes and Data Descriptions

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 6. Enroll (1) Enrollment Statistics by Ethnicity
- 7. Enroll (2) Enrollment Statistics by Select Student Group
- 8. Attendance Student Attendance Statistics
- 9. Teachers Teacher Statistics

ENGLISH PROFICIENCY

- 10. TELPAS Texas English Language Proficiency Assessment

LOCAL ASSESSMENT

- 12. ACP Dallas ISD Assessments of Course Performance

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	53
KN	66
1	70
2	73
3	58
4	58
5	60
ALL	438

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	55	12.6	3	10.3
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	2	0.5	*	*
Hispanic	357	81.5	15	51.7
White	16	3.7	11	37.9
Multiple	7	1.6	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	311	71.0
Economically disadvantaged	404	92.2
Limited English proficient (LEP)	301	68.7
Special education	37	8.4
Talented and Gifted (TAG)	69	15.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	72	17	23.6	0	0.0	2	2.8	50	69.4	3	4.2	0	0.0
	2019	69	10	14.5	2	2.9	2	2.9	49	71.0	5	7.2	1	1.4
	2020	53	9	17.0	0	0.0	0	0.0	37	69.8	6	11.3	1	1.9
KN	2018	70	10	14.3	2	2.9	2	2.9	54	77.1	2	2.9	0	0.0
	2019	68	16	23.5	0	0.0	0	0.0	49	72.1	2	2.9	1	1.5
	2020	66	7	10.6	0	0.0	0	0.0	54	81.8	3	4.5	2	3.0
1	2018	67	6	9.0	0	0.0	0	0.0	57	85.1	3	4.5	1	1.5
	2019	65	7	10.8	2	3.1	2	3.1	50	76.9	4	6.2	0	0.0
	2020	70	14	20.0	0	0.0	0	0.0	54	77.1	2	2.9	0	0.0
2	2018	61	5	8.2	1	1.6	1	1.6	53	86.9	1	1.6	0	0.0
	2019	62	7	11.3	0	0.0	0	0.0	51	82.3	3	4.8	1	1.6
	2020	73	9	12.3	1	1.4	1	1.4	57	78.1	4	5.5	1	1.4
3	2018	75	4	5.3	0	0.0	2	2.7	68	90.7	1	1.3	0	0.0
	2019	66	7	10.6	2	3.0	0	0.0	55	83.3	2	3.0	0	0.0
	2020	58	7	12.1	0	0.0	0	0.0	50	86.2	0	0.0	1	1.7
4	2018	90	7	7.8	0	0.0	1	1.1	77	85.6	4	4.4	1	1.1
	2019	73	5	6.8	1	1.4	1	1.4	66	90.4	0	0.0	0	0.0
	2020	58	8	13.8	0	0.0	0	0.0	47	81.0	1	1.7	2	3.4
5	2018	85	12	14.1	0	0.0	2	2.4	68	80.0	2	2.4	1	1.2
	2019	84	8	9.5	0	0.0	1	1.2	71	84.5	3	3.6	1	1.2
	2020	60	1	1.7	0	0.0	1	1.7	58	96.7	0	0.0	0	0.0
PK-5	2018	520	61	11.7	3	0.6	10	1.9	427	82.1	16	3.1	3	0.6
	2019	487	60	12.3	7	1.4	6	1.2	391	80.3	19	3.9	4	0.8
	2020	438	55	12.6	1	0.2	2	0.5	357	81.5	16	3.7	7	1.6

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	72	64	88.9	41	56.9	3	4.2	44	61.1	0	0.0	67	93.1	51.4	48.6	8.3
	2019	69	66	95.7	41	59.4	3	4.3	7	10.1	0	0.0	63	91.3	53.6	46.4	8.7
	2020	53	53	100.0	34	64.2	1	1.9	33	62.3	0	0.0	50	94.3	52.8	47.2	3.8
KN	2018	70	59	84.3	47	67.1	8	11.4	48	68.6	4	5.7	18	25.7	50.0	50.0	4.3
	2019	68	58	85.3	43	63.2	8	11.8	38	55.9	3	4.4	17	25.0	50.0	50.0	4.4
	2020	66	61	92.4	45	68.2	1	1.5	47	71.2	7	10.6	17	25.8	56.1	43.9	3.0
1	2018	67	64	95.5	47	70.1	4	6.0	52	77.6	10	14.9	2	3.0	59.7	40.3	3.0
	2019	65	52	80.0	43	66.2	6	9.2	41	63.1	10	15.4	6	9.2	52.3	47.7	0.0
	2020	70	60	85.7	43	61.4	9	12.9	40	57.1	14	20.0	6	8.6	48.6	51.4	0.0
2	2018	61	55	90.2	41	67.2	6	9.8	44	72.1	11	18.0	6	9.8	47.5	52.5	4.9
	2019	62	59	95.2	43	69.4	8	12.9	48	77.4	14	22.6	6	9.7	59.7	40.3	0.0
	2020	73	65	89.0	49	67.1	7	9.6	50	68.5	12	16.4	11	15.1	50.7	49.3	0.0
3	2018	75	70	93.3	52	69.3	5	6.7	53	70.7	9	12.0	7	9.3	34.7	65.3	1.3
	2019	66	61	92.4	45	68.2	8	12.1	43	65.2	11	16.7	10	15.2	45.5	54.5	3.0
	2020	58	56	96.6	41	70.7	9	15.5	43	74.1	12	20.7	3	5.2	51.7	48.3	0.0
4	2018	90	83	92.2	56	62.2	7	7.8	68	75.6	20	22.2	8	8.9	52.2	47.8	0.0
	2019	73	64	87.7	53	72.6	6	8.2	55	75.3	8	11.0	9	12.3	41.1	58.9	2.7
	2020	58	55	94.8	41	70.7	7	12.1	48	82.8	10	17.2	3	5.2	43.1	56.9	0.0
5	2018	85	74	87.1	50	58.8	6	7.1	71	83.5	13	15.3	8	9.4	57.6	42.4	1.2
	2019	84	71	84.5	53	63.1	6	7.1	60	71.4	21	25.0	5	6.0	51.2	48.8	0.0
	2020	60	54	90.0	48	80.0	3	5.0	50	83.3	14	23.3	3	5.0	40.0	60.0	0.0
PK-5	2018	520	469	90.2	334	64.2	39	7.5	380	73.1	67	12.9	116	22.3	50.6	49.4	3.1
	2019	487	431	88.5	321	65.9	45	9.2	292	60.0	67	13.8	116	23.8	50.3	49.7	2.7
	2020	438	404	92.2	301	68.7	37	8.4	311	71.0	69	15.8	93	21.2	49.1	50.9	0.9

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	68	11,061	65	95.7	10,520	95.1	11	16.2	17.8	62	9,830	91.2	88.9
	2019	67	10,918	64	94.7	10,370	95.0	3	4.5	5.7	61	9,637	90.6	88.3
	2020	68	10,874	66	96.4	10,319	94.9	3	4.4	3.8	62	9,815	90.8	90.3
1	2018	67	11,550	64	96.6	11,055	95.7	8	12.0	16.6	63	10,347	94.7	89.6
	2019	63	11,198	61	97.3	10,715	95.7	0	0.0	5.0	61	10,069	97.2	89.9
	2020	71	11,192	68	95.5	10,678	95.4	3	4.2	3.9	64	10,139	90.4	90.6
2	2018	61	11,864	59	96.6	11,398	96.1	5	8.2	15.9	55	10,717	89.8	90.3
	2019	61	11,232	59	96.6	10,781	96.0	0	0.0	4.8	53	10,169	87.1	90.5
	2020	72	11,070	69	96.7	10,616	95.9	1	1.4	3.2	67	10,175	93.7	91.9
3	2018	73	12,536	71	97.4	12,080	96.4	8	10.9	14.4	71	11,431	96.8	91.2
	2019	63	11,452	61	97.4	11,029	96.3	2	3.2	4.6	58	10,478	92.4	91.5
	2020	56	11,093	54	97.4	10,664	96.1	2	3.6	3.5	51	10,181	91.8	91.8
4	2018	89	12,675	85	96.2	12,235	96.5	8	9.0	14.1	84	11,637	94.6	91.8
	2019	72	12,118	69	97.0	11,690	96.5	6	8.4	4.9	67	11,112	93.6	91.7
	2020	57	11,323	56	97.5	10,902	96.3	1	1.8	3.4	56	10,479	98.0	92.5
5	2018	83	12,498	81	96.8	12,078	96.6	1	1.2	6.1	78	11,513	93.7	92.1
	2019	85	12,193	83	97.5	11,779	96.6	2	2.3	4.5	81	11,300	95.1	92.7
	2020	62	11,957	61	97.6	11,518	96.3	2	3.2	3.2	58	11,098	92.9	92.8
KN-5	2018	441	72,186	426	96.5	69,366	96.1	41	9.3	14.0	413	65,475	93.6	90.7
	2019	411	69,110	397	96.8	66,364	96.0	13	3.2	4.9	381	62,765	92.8	90.8
	2020	386	67,509	373	96.8	64,698	95.8	12	3.1	3.5	358	61,887	92.8	91.7

Teachers: 29

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	10.3
Hispanic	15	51.7
White	11	37.9
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	25	86.2
Male	4	13.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.7	81.6
2018-19	7.0	73.5
2019-20	5.8	74.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.4
1	3	10.3
2	1	3.4
3	0	0.0
4	0	0.0
5	1	3.4
1-3	4	13.8
More than 3	24	82.8
1 - 5	5	17.2
6 - 10	11	37.9
11 - 20	7	24.1
More than 20	5	17.2

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (46)	Beginning	24	52.2	31	67.4	39	84.8	39	84.8	31	67.4
	Intermediate	22	47.8	15	32.6	7	15.2	7	15.2	15	32.6
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (44)	Beginning	23	52.3	32	72.7	26	59.1	27	61.4	27	61.4
	Intermediate	14	31.8	8	18.2	16	36.4	7	15.9	11	25.0
	Advanced	5	11.4	2	4.5	1	2.3	3	6.8	5	11.4
	Advanced High	2	4.5	2	4.5	1	2.3	7	15.9	1	2.3
2 (49)	Beginning	11	22.9	20	41.7	16	32.7	22	44.9	12	25.0
	Intermediate	13	27.1	26	54.2	24	49.0	19	38.8	27	56.3
	Advanced	15	31.3	1	2.1	8	16.3	7	14.3	8	16.7
	Advanced High	9	18.8	1	2.1	1	2.0	1	2.0	1	2.1
3 (40)	Beginning	0	0.0	6	15.0	0	0.0	2	5.0	0	0.0
	Intermediate	3	7.5	26	65.0	16	40.0	13	32.5	15	37.5
	Advanced	18	45.0	8	20.0	15	37.5	13	32.5	22	55.0
	Advanced High	19	47.5	0	0.0	9	22.5	12	30.0	3	7.5
4 (41)	Beginning	5	12.2	7	17.1	8	19.5	8	19.5	4	9.8
	Intermediate	23	56.1	26	63.4	8	19.5	16	39.0	24	58.5
	Advanced	11	26.8	8	19.5	5	12.2	13	31.7	11	26.8
	Advanced High	2	4.9	0	0.0	20	48.8	4	9.8	2	4.9

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	-	-	-	
39 16 (41.0%)	Beginning	22			
	Intermediate	10	1		
	Advanced	3	2	0	
	Advanced High	1	0	0	
42 30 (71.4%)	Beginning	5			
	Intermediate	22	5		
	Advanced	0	7	1	
	Advanced High	0	0	1	
40 17 (42.5%)	Beginning	0			
	Intermediate	2	13		
	Advanced	0	12	10	
	Advanced High	0	0	3	
40 7 (17.5%)	Beginning	3			
	Intermediate	1	23		
	Advanced	0	4	7	
	Advanced High	0	0	2	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (47)	Beginning	4	8.5	10	21.3	4	8.5	4	8.5	2	4.3
	Intermediate	9	19.1	26	55.3	11	23.4	12	25.5	16	34.0
	Advanced	17	36.2	10	21.3	12	25.5	9	19.1	22	46.8
	Advanced High	17	36.2	1	2.1	20	42.6	22	46.8	7	14.9
ALL (267)	Beginning	67	25.2	106	39.8	93	34.8	102	38.2	76	28.6
	Intermediate	84	31.6	127	47.7	82	30.7	74	27.7	108	40.6
	Advanced	66	24.8	29	10.9	41	15.4	45	16.9	68	25.6
	Advanced High	49	18.4	4	1.5	51	19.1	46	17.2	14	5.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
46 17 (37.0%)	Beginning	1			
	Intermediate	1	15		
	Advanced	0	9	13	
	Advanced High	0	0	7	
209 88 (42.1%)	Beginning	32			
	Intermediate	37	57		
	Advanced	3	34	31	
	Advanced High	1	0	13	

 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

67	75.2	80.9			82.1		78.9	
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GRADE 1 READING

31	78.4	87.0			96.8		91.2	
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GRADE 1 READING SPANISH

36	82.6	88.4			94.4		89.5	
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GRADE 2 MATHEMATICS

62	68.7	78.2	86.1		75.8	96.8	76.5	92.3
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GRADE 2 READING

28	71.1	80.7	87.5		82.1	96.4	72.1	91.3
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GRADE 2 READING SPANISH

31	67.7	75.8	86.2		74.2	100.0	75.1	92.0
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GRADE 3 MATHEMATICS

54	66.2	77.5	84.1		68.5	100.0	70.6	90.8
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GRADE 3 READING

21	54.8	72.9	81.7		47.6	95.2	62.6	88.7
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GRADE 3 READING SPANISH

33	53.0	71.8	85.5		66.7	100.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

22	67.6	76.9	81.7		77.3	95.5	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

34	65.6	71.3	82.3		67.6	94.1	68.5	91.9
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GRADE 4 MATHEMATICS

54	68.0	76.6	83.7		70.4	98.1	71.7	90.4
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GRADE 4 READING

22	52.0	73.8	83.0		68.2	100.0	68.8	92.4
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GRADE 4 READING SPANISH

34	71.5	81.0	82.3		94.1	94.1	80.7	91.8
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GRADE 5 MATHEMATICS

59	74.9	81.6	86.5		83.1	93.2	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

2	*	*	*		*	*	56.2	*
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GRADE 5 READING

31	56.3	78.2	85.9		77.4	100.0	79.5	94.1
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GRADE 5 READING SPANISH

31	65.8	75.0	81.8		67.7	96.8	79.8	94.9
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GRADE 5 SCIENCE

60	72.6	75.8	81.2		71.7	90.0	76.5	95.9
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GRADE 5 SCIENCE SPANISH

1	*	*	*		*	*	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 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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