



School Number 209

ASCHER SILBERSTEIN 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	59
KN	89
1	101
2	99
3	106
4	109
5	99
ALL	662

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	23	3.5	3	7.5
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	626	94.6	25	62.5
White	8	1.2	11	27.5
Multiple	4	0.6	1	2.5
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	490	74.0
Economically disadvantaged	610	92.1
Limited English proficient (LEP)	474	71.6
Special education	72	10.9
Talented and Gifted (TAG)	133	20.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	82	5	6.1	0	0.0	0	0.0	77	93.9	0	0.0	0	0.0
	2019	79	4	5.1	0	0.0	0	0.0	75	94.9	0	0.0	0	0.0
	2020	59	4	6.8	0	0.0	0	0.0	52	88.1	2	3.4	1	1.7
KN	2018	93	5	5.4	0	0.0	0	0.0	87	93.5	1	1.1	0	0.0
	2019	93	7	7.5	1	1.1	0	0.0	84	90.3	1	1.1	0	0.0
	2020	89	3	3.4	0	0.0	0	0.0	86	96.6	0	0.0	0	0.0
1	2018	105	7	6.7	0	0.0	0	0.0	97	92.4	1	1.0	0	0.0
	2019	94	4	4.3	0	0.0	0	0.0	88	93.6	2	2.1	0	0.0
	2020	101	5	5.0	1	1.0	0	0.0	92	91.1	2	2.0	1	1.0
2	2018	115	9	7.8	2	1.7	0	0.0	104	90.4	0	0.0	0	0.0
	2019	103	4	3.9	0	0.0	0	0.0	98	95.1	0	0.0	1	1.0
	2020	99	5	5.1	0	0.0	0	0.0	92	92.9	2	2.0	0	0.0
3	2018	104	6	5.8	0	0.0	0	0.0	98	94.2	0	0.0	0	0.0
	2019	105	4	3.8	0	0.0	0	0.0	100	95.2	1	1.0	0	0.0
	2020	106	2	1.9	0	0.0	0	0.0	102	96.2	1	0.9	1	0.9
4	2018	127	3	2.4	0	0.0	0	0.0	124	97.6	0	0.0	0	0.0
	2019	101	5	5.0	1	1.0	0	0.0	94	93.1	1	1.0	0	0.0
	2020	109	3	2.8	0	0.0	0	0.0	106	97.2	0	0.0	0	0.0
5	2018	119	9	7.6	0	0.0	0	0.0	109	91.6	1	0.8	0	0.0
	2019	126	2	1.6	0	0.0	0	0.0	124	98.4	0	0.0	0	0.0
	2020	99	1	1.0	0	0.0	0	0.0	96	97.0	1	1.0	1	1.0
PK-5	2018	745	44	5.9	2	0.3	0	0.0	696	93.4	3	0.4	0	0.0
	2019	701	30	4.3	2	0.3	0	0.0	663	94.6	5	0.7	1	0.1
	2020	662	23	3.5	1	0.2	0	0.0	626	94.6	8	1.2	4	0.6

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	82	78	95.1	62	75.6	2	2.4	62	75.6	0	0.0	73	89.0	41.5	58.5	11.0
	2019	79	79	100.0	57	72.2	4	5.1	7	8.9	0	0.0	71	89.9	46.8	53.2	10.1
	2020	59	59	100.0	38	64.4	3	5.1	36	61.0	0	0.0	57	96.6	40.7	59.3	5.1
KN	2018	93	83	89.2	72	77.4	5	5.4	74	79.6	3	3.2	12	12.9	50.5	49.5	0.0
	2019	93	89	95.7	56	60.2	6	6.5	57	61.3	11	11.8	17	18.3	40.9	59.1	0.0
	2020	89	80	89.9	66	74.2	3	3.4	66	74.2	5	5.6	14	15.7	50.6	49.4	2.2
1	2018	105	96	91.4	77	73.3	4	3.8	80	76.2	11	10.5	3	2.9	49.5	50.5	2.9
	2019	94	87	92.6	72	76.6	12	12.8	71	75.5	11	11.7	5	5.3	53.2	46.8	1.1
	2020	101	91	90.1	71	70.3	9	8.9	70	69.3	25	24.8	4	4.0	44.6	55.4	4.0
2	2018	115	100	87.0	73	63.5	11	9.6	76	66.1	28	24.3	8	7.0	53.0	47.0	0.9
	2019	103	100	97.1	75	72.8	17	16.5	77	74.8	19	18.4	3	2.9	47.6	52.4	1.0
	2020	99	90	90.9	73	73.7	15	15.2	73	73.7	20	20.2	12	12.1	55.6	44.4	0.0
3	2018	104	94	90.4	70	67.3	14	13.5	71	68.3	22	21.2	5	4.8	50.0	50.0	1.0
	2019	105	98	93.3	70	66.7	12	11.4	72	68.6	30	28.6	4	3.8	56.2	43.8	0.0
	2020	106	100	94.3	77	72.6	15	14.2	78	73.6	22	20.8	6	5.7	55.7	44.3	0.0
4	2018	127	122	96.1	90	70.9	13	10.2	100	78.7	25	19.7	2	1.6	57.5	42.5	3.9
	2019	101	88	87.1	69	68.3	14	13.9	72	71.3	27	26.7	6	5.9	51.5	48.5	0.0
	2020	109	99	90.8	76	69.7	13	11.9	85	78.0	32	29.4	6	5.5	56.9	43.1	0.0
5	2018	119	112	94.1	71	59.7	14	11.8	94	79.0	18	15.1	8	6.7	54.6	45.4	0.8
	2019	126	119	94.4	87	69.0	17	13.5	113	89.7	34	27.0	6	4.8	58.7	41.3	0.8
	2020	99	91	91.9	73	73.7	14	14.1	82	82.8	29	29.3	6	6.1	48.5	51.5	0.0
PK-5	2018	745	685	91.9	515	69.1	63	8.5	557	74.8	107	14.4	111	14.9	51.5	48.5	2.7
	2019	701	660	94.2	486	69.3	82	11.7	469	66.9	132	18.8	112	16.0	51.2	48.8	1.6
	2020	662	610	92.1	474	71.6	72	10.9	490	74.0	133	20.1	105	15.9	51.1	48.9	1.4

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	91	11,061	88	96.0	10,520	95.1	10	11.0	17.8	87	9,830	95.5	88.9
	2019	93	10,918	89	95.7	10,370	95.0	3	3.2	5.7	84	9,637	90.3	88.3
	2020	89	10,874	85	95.2	10,319	94.9	2	2.2	3.8	86	9,815	96.6	90.3
1	2018	108	11,550	103	96.0	11,055	95.7	14	13.0	16.6	100	10,347	93.0	89.6
	2019	93	11,198	90	96.5	10,715	95.7	2	2.1	5.0	89	10,069	95.5	89.9
	2020	101	11,192	97	96.1	10,678	95.4	3	3.0	3.9	95	10,139	94.3	90.6
2	2018	112	11,864	108	97.2	11,398	96.1	19	17.0	15.9	103	10,717	92.3	90.3
	2019	102	11,232	98	96.5	10,781	96.0	4	3.9	4.8	95	10,169	93.3	90.5
	2020	94	11,070	91	96.8	10,616	95.9	3	3.2	3.2	89	10,175	94.9	91.9
3	2018	104	12,536	100	96.7	12,080	96.4	11	10.6	14.4	98	11,431	94.6	91.2
	2019	106	11,452	102	96.6	11,029	96.3	6	5.7	4.6	101	10,478	95.6	91.5
	2020	106	11,093	103	96.6	10,664	96.1	3	2.8	3.5	100	10,181	94.2	91.8
4	2018	127	12,675	123	97.1	12,235	96.5	12	9.5	14.1	119	11,637	94.0	91.8
	2019	99	12,118	97	97.3	11,690	96.5	1	1.0	4.9	96	11,112	96.6	91.7
	2020	106	11,323	103	97.0	10,902	96.3	0	0.0	3.4	104	10,479	98.3	92.5
5	2018	118	12,498	114	96.9	12,078	96.6	6	5.1	6.1	112	11,513	95.1	92.1
	2019	125	12,193	121	96.6	11,779	96.6	4	3.2	4.5	119	11,300	95.3	92.7
	2020	99	11,957	96	96.6	11,518	96.3	2	2.0	3.2	96	11,098	96.9	92.8
KN-5	2018	658	72,186	636	96.7	69,366	96.1	72	10.9	14.0	619	65,475	94.0	90.7
	2019	618	69,110	597	96.5	66,364	96.0	20	3.2	4.9	584	62,765	94.5	90.8
	2020	595	67,509	573	96.4	64,698	95.8	13	2.2	3.5	570	61,887	95.8	91.7

Teachers: 40

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	7.5
Hispanic	25	62.5
White	11	27.5
Multiple	1	2.5
Other	0	0.0

Gender	Number	Percentage
Female	31	77.5
Male	9	22.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.9	74.5
2018-19	7.6	72.7
2019-20	5.2	81.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.5
1	1	2.5
2	3	7.5
3	4	10.0
4	5	12.5
5	0	0.0
1-3	8	20.0
More than 3	31	77.5
1 - 5	13	32.5
6 - 10	10	25.0
11 - 20	15	37.5
More than 20	1	2.5

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (66)	Beginning	41	62.1	40	60.6	58	87.9	57	86.4	41	62.1
	Intermediate	15	22.7	18	27.3	7	10.6	7	10.6	20	30.3
	Advanced	6	9.1	4	6.1	1	1.5	2	3.0	5	7.6
	Advanced High	4	6.1	4	6.1	0	0.0	0	0.0	0	0.0
1 (71)	Beginning	17	23.9	27	38.0	63	88.7	53	74.6	26	36.6
	Intermediate	35	49.3	26	36.6	8	11.3	14	19.7	44	62.0
	Advanced	11	15.5	10	14.1	0	0.0	2	2.8	1	1.4
	Advanced High	8	11.3	8	11.3	0	0.0	2	2.8	0	0.0
2 (70)	Beginning	14	20.0	30	42.9	32	45.7	37	52.9	18	25.7
	Intermediate	27	38.6	32	45.7	33	47.1	22	31.4	38	54.3
	Advanced	22	31.4	6	8.6	5	7.1	9	12.9	14	20.0
	Advanced High	7	10.0	2	2.9	0	0.0	2	2.9	0	0.0
3 (78)	Beginning	3	3.8	5	6.4	16	20.5	17	21.8	3	3.8
	Intermediate	19	24.4	29	37.2	42	53.8	24	30.8	33	42.3
	Advanced	31	39.7	25	32.1	17	21.8	18	23.1	31	39.7
	Advanced High	25	32.1	19	24.4	3	3.8	19	24.4	11	14.1
4 (74)	Beginning	12	16.4	6	8.2	7	9.5	12	16.7	5	6.9
	Intermediate	27	37.0	47	64.4	21	28.4	32	44.4	31	43.1
	Advanced	22	30.1	18	24.7	30	40.5	16	22.2	31	43.1
	Advanced High	12	16.4	2	2.7	16	21.6	12	16.7	5	6.9

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	-	-	-	
61 34 (55.7%)	Beginning	20			
	Intermediate	33	7		
	Advanced	1	0	0	
	Advanced High	0	0	0	
65 14 (21.5%)	Beginning	14			
	Intermediate	5	32		
	Advanced	0	9	5	
	Advanced High	0	0	0	
75 40 (53.3%)	Beginning	1			
	Intermediate	9	23		
	Advanced	0	20	11	
	Advanced High	0	1	10	
70 12 (17.1%)	Beginning	3			
	Intermediate	1	29		
	Advanced	0	6	24	
	Advanced High	0	0	5	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (69)	Beginning	3	4.4	6	8.8	5	7.2	9	13.2	2	2.9
	Intermediate	18	26.5	41	60.3	14	20.3	16	23.5	18	26.5
	Advanced	22	32.4	19	27.9	27	39.1	8	11.8	36	52.9
	Advanced High	25	36.8	2	2.9	23	33.3	35	51.5	12	17.6
ALL (428)	Beginning	90	21.1	114	26.8	181	42.3	185	43.5	95	22.4
	Intermediate	141	33.1	193	45.3	125	29.2	115	27.1	184	43.3
	Advanced	114	26.8	82	19.2	80	18.7	55	12.9	118	27.8
	Advanced High	81	19.0	37	8.7	42	9.8	70	16.5	28	6.6

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
67 23 (34.3%)	Beginning	1			
	Intermediate	3	15		
	Advanced	1	7	28	
	Advanced High	0	0	12	
338 123 (36.4%)	Beginning	39			
	Intermediate	51	106		
	Advanced	2	42	68	
	Advanced High	0	1	27	

 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

95	79.4	84.2			86.3	78.9		
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GRADE 1 READING

23	74.3	84.6			100.0	91.2		
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GRADE 1 READING SPANISH

73	83.1	88.7			93.2	89.5		
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GRADE 2 MATHEMATICS

83	70.9	79.7	79.4		80.7	86.7	76.5	92.3
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GRADE 2 READING

21	67.6	78.4	75.6		71.4	71.4	72.1	91.3
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GRADE 2 READING SPANISH

63	70.6	77.9	80.5		73.0	95.2	75.1	92.0
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GRADE 3 MATHEMATICS

98	78.5	85.7	85.2		92.9	99.0	70.6	90.8
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GRADE 3 READING

28	52.7	71.6	81.7		60.7	100.0	62.6	88.7
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GRADE 3 READING SPANISH

70	60.6	76.4	82.6		70.0	100.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

32	67.1	76.5	81.8		78.1	90.6	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

70	69.5	74.6	82.3		65.7	100.0	68.5	91.9
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GRADE 4 MATHEMATICS

100	76.3	82.7	81.4		83.0	91.0	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

2	*	*	*		*	*	50.4	*
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GRADE 4 READING

32	54.5	75.2	81.0		62.5	87.5	68.8	92.4
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GRADE 4 READING SPANISH

70	70.7	80.5	80.8		81.4	98.6	80.7	91.8
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GRADE 5 MATHEMATICS

93	82.3	87.0	85.9		93.5	100.0	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

1	*	*	*		*	*	56.2	*
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GRADE 5 READING

29	54.7	77.4	84.9		82.8	100.0	79.5	94.1
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GRADE 5 READING SPANISH

66	74.3	81.2	83.9		81.8	93.9	79.8	94.9
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GRADE 5 SCIENCE

88	82.7	84.7	90.3		86.4	100.0	76.5	95.9
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GRADE 5 SCIENCE SPANISH

7	71.4	77.4	81.6		42.9	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 MATHEMATICS SPANISH

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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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