



School Number 131

IGNACIO ZARAGOZA 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	88
KN	41
1	56
2	40
3	42
4	44
5	48
ALL	359

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	35	9.7	4	15.4
American Indian/Alaska Native	1	0.3	*	*
Asian/Hawaiian/Pacific Islander	5	1.4	*	*
Hispanic	306	85.2	16	61.5
White	7	1.9	6	23.1
Multiple	5	1.4	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	215	59.9
Economically disadvantaged	344	95.8
Limited English proficient (LEP)	211	58.8
Special education	46	12.8
Talented and Gifted (TAG)	59	16.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	56	5	8.9	0	0.0	0	0.0	48	85.7	0	0.0	3	5.4
	2019	64	6	9.4	0	0.0	0	0.0	53	82.8	4	6.3	1	1.6
	2020	88	11	12.5	0	0.0	1	1.1	69	78.4	4	4.5	3	3.4
KN	2018	37	7	18.9	0	0.0	0	0.0	26	70.3	1	2.7	3	8.1
	2019	51	5	9.8	0	0.0	1	2.0	43	84.3	0	0.0	2	3.9
	2020	41	4	9.8	1	2.4	1	2.4	33	80.5	2	4.9	0	0.0
1	2018	45	4	8.9	0	0.0	0	0.0	39	86.7	0	0.0	2	4.4
	2019	36	3	8.3	1	2.8	0	0.0	29	80.6	2	5.6	1	2.8
	2020	56	4	7.1	0	0.0	1	1.8	49	87.5	1	1.8	1	1.8
2	2018	35	2	5.7	0	0.0	0	0.0	32	91.4	0	0.0	1	2.9
	2019	46	4	8.7	0	0.0	1	2.2	38	82.6	1	2.2	2	4.3
	2020	40	6	15.0	0	0.0	1	2.5	33	82.5	0	0.0	0	0.0
3	2018	49	2	4.1	0	0.0	0	0.0	46	93.9	1	2.0	0	0.0
	2019	44	4	9.1	0	0.0	0	0.0	40	90.9	0	0.0	0	0.0
	2020	42	4	9.5	0	0.0	1	2.4	37	88.1	0	0.0	0	0.0
4	2018	47	3	6.4	0	0.0	1	2.1	41	87.2	1	2.1	1	2.1
	2019	52	5	9.6	0	0.0	0	0.0	47	90.4	0	0.0	0	0.0
	2020	44	3	6.8	0	0.0	0	0.0	40	90.9	0	0.0	1	2.3
5	2018	34	3	8.8	0	0.0	0	0.0	30	88.2	0	0.0	1	2.9
	2019	51	3	5.9	0	0.0	0	0.0	47	92.2	0	0.0	1	2.0
	2020	48	3	6.3	0	0.0	0	0.0	45	93.8	0	0.0	0	0.0
PK-5	2018	303	26	8.6	0	0.0	1	0.3	262	86.5	3	1.0	11	3.6
	2019	344	30	8.7	1	0.3	2	0.6	297	86.3	7	2.0	7	2.0
	2020	359	35	9.7	1	0.3	5	1.4	306	85.2	7	1.9	5	1.4

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	56	53	94.6	36	64.3	1	1.8	36	64.3	0	0.0	36	64.3	48.2	51.8	35.7
	2019	64	63	98.4	38	59.4	7	10.9	12	18.8	0	0.0	46	71.9	45.3	54.7	25.0
	2020	88	87	98.9	34	38.6	18	20.5	33	37.5	0	0.0	55	62.5	43.2	56.8	33.0
KN	2018	37	36	97.3	18	48.6	7	18.9	19	51.4	8	21.6	9	24.3	59.5	40.5	0.0
	2019	51	46	90.2	28	54.9	3	5.9	26	51.0	8	15.7	12	23.5	49.0	51.0	0.0
	2020	41	38	92.7	25	61.0	5	12.2	25	61.0	5	12.2	10	24.4	53.7	46.3	0.0
1	2018	45	38	84.4	25	55.6	5	11.1	30	66.7	7	15.6	3	6.7	46.7	53.3	2.2
	2019	36	34	94.4	21	58.3	5	13.9	20	55.6	9	25.0	5	13.9	52.8	47.2	2.8
	2020	56	54	96.4	36	64.3	5	8.9	31	55.4	13	23.2	8	14.3	42.9	57.1	5.4
2	2018	35	32	91.4	23	65.7	2	5.7	25	71.4	10	28.6	0	0.0	60.0	40.0	5.7
	2019	46	44	95.7	28	60.9	5	10.9	29	63.0	6	13.0	5	10.9	54.3	45.7	2.2
	2020	40	38	95.0	22	55.0	6	15.0	22	55.0	10	25.0	9	22.5	55.0	45.0	2.5
3	2018	49	46	93.9	38	77.6	11	22.4	40	81.6	4	8.2	2	4.1	49.0	51.0	10.2
	2019	44	40	90.9	25	56.8	3	6.8	26	59.1	11	25.0	9	20.5	61.4	38.6	0.0
	2020	42	41	97.6	29	69.0	1	2.4	31	73.8	9	21.4	4	9.5	42.9	57.1	0.0
4	2018	47	46	97.9	30	63.8	7	14.9	33	70.2	16	34.0	3	6.4	57.4	42.6	2.1
	2019	52	49	94.2	39	75.0	8	15.4	42	80.8	3	5.8	9	17.3	46.2	53.8	0.0
	2020	44	41	93.2	26	59.1	4	9.1	31	70.5	14	31.8	2	4.5	59.1	40.9	0.0
5	2018	34	34	100.0	22	64.7	5	14.7	27	79.4	10	29.4	2	5.9	47.1	52.9	5.9
	2019	51	49	96.1	35	68.6	7	13.7	42	82.4	17	33.3	5	9.8	56.9	43.1	0.0
	2020	48	45	93.8	39	81.3	7	14.6	42	87.5	8	16.7	6	12.5	52.1	47.9	0.0
PK-5	2018	303	285	94.1	192	63.4	38	12.5	210	69.3	55	18.2	55	18.2	52.1	47.9	10.2
	2019	344	325	94.5	214	62.2	38	11.0	197	57.3	54	15.7	91	26.5	51.7	48.3	5.2
	2020	359	344	95.8	211	58.8	46	12.8	215	59.9	59	16.4	94	26.2	48.7	51.3	9.2

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	36	11,061	34	93.6	10,520	95.1	7	19.2	17.8	29	9,830	79.7	88.9
	2019	48	10,918	46	94.4	10,370	95.0	4	8.3	5.7	44	9,637	90.8	88.3
	2020	43	10,874	40	94.1	10,319	94.9	6	14.0	3.8	37	9,815	86.2	90.3
1	2018	49	11,550	46	94.9	11,055	95.7	10	20.5	16.6	40	10,347	82.0	89.6
	2019	37	11,198	35	94.5	10,715	95.7	5	13.6	5.0	31	10,069	84.4	89.9
	2020	55	11,192	53	96.1	10,678	95.4	2	3.6	3.9	49	10,139	89.1	90.6
2	2018	36	11,864	35	96.7	11,398	96.1	7	19.3	15.9	32	10,717	88.0	90.3
	2019	47	11,232	45	95.7	10,781	96.0	4	8.5	4.8	42	10,169	88.7	90.5
	2020	37	11,070	36	97.3	10,616	95.9	0	0.0	3.2	35	10,175	94.4	91.9
3	2018	51	12,536	48	95.5	12,080	96.4	6	11.8	14.4	43	11,431	84.9	91.2
	2019	41	11,452	40	96.5	11,029	96.3	1	2.4	4.6	37	10,478	90.0	91.5
	2020	42	11,093	40	95.5	10,664	96.1	2	4.7	3.5	38	10,181	90.1	91.8
4	2018	48	12,675	46	96.1	12,235	96.5	6	12.5	14.1	41	11,637	85.2	91.8
	2019	48	12,118	46	96.5	11,690	96.5	4	8.4	4.9	41	11,112	85.9	91.7
	2020	42	11,323	41	96.7	10,902	96.3	0	0.0	3.4	40	10,479	94.1	92.5
5	2018	36	12,498	35	95.6	12,078	96.6	5	13.8	6.1	34	11,513	94.1	92.1
	2019	52	12,193	51	96.5	11,779	96.6	7	13.4	4.5	46	11,300	87.9	92.7
	2020	49	11,957	47	96.8	11,518	96.3	2	4.1	3.2	45	11,098	92.5	92.8
KN-5	2018	256	72,186	245	95.4	69,366	96.1	41	16.0	14.0	219	65,475	85.4	90.7
	2019	274	69,110	262	95.7	66,364	96.0	25	9.1	4.9	241	62,765	88.0	90.8
	2020	268	67,509	258	96.1	64,698	95.8	12	4.5	3.5	244	61,887	90.9	91.7

Teachers: 26

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	15.4
Hispanic	16	61.5
White	6	23.1
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	22	84.6
Male	4	15.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.4	63.3
2018-19	5.2	57.7
2019-20	5.0	68.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	7.7
1	3	11.5
2	1	3.8
3	2	7.7
4	2	7.7
5	1	3.8
1-3	6	23.1
More than 3	18	69.2
1 - 5	9	34.6
6 - 10	3	11.5
11 - 20	7	26.9
More than 20	5	19.2

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (25)	Beginning	12	48.0	14	56.0	25	100.0	25	100.0	14	56.0
	Intermediate	11	44.0	10	40.0	0	0.0	0	0.0	11	44.0
	Advanced	2	8.0	1	4.0	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 (36)	Beginning	9	25.0	9	25.0	13	36.1	12	33.3	10	27.8
	Intermediate	15	41.7	14	38.9	18	50.0	18	50.0	16	44.4
	Advanced	10	27.8	11	30.6	4	11.1	4	11.1	8	22.2
	Advanced High	2	5.6	2	5.6	1	2.8	2	5.6	2	5.6
2 (22)	Beginning	7	31.8	9	40.9	14	63.6	6	27.3	7	31.8
	Intermediate	5	22.7	8	36.4	7	31.8	9	40.9	9	40.9
	Advanced	6	27.3	4	18.2	1	4.5	3	13.6	6	27.3
	Advanced High	4	18.2	1	4.5	0	0.0	4	18.2	0	0.0
3 (29)	Beginning	0	0.0	0	0.0	6	20.7	7	25.0	0	0.0
	Intermediate	0	0.0	0	0.0	15	51.7	8	28.6	0	0.0
	Advanced	0	0.0	0	0.0	5	17.2	3	10.7	0	0.0
	Advanced High	0	0.0	0	0.0	3	10.3	10	35.7	0	0.0
4 (26)	Beginning	2	16.7	0	0.0	2	7.7	3	11.5	1	8.3
	Intermediate	3	25.0	4	33.3	7	26.9	11	42.3	3	25.0
	Advanced	4	33.3	7	58.3	10	38.5	4	15.4	3	25.0
	Advanced High	3	25.0	1	8.3	7	26.9	8	30.8	5	41.7

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	-	-	-	
30 24 (80.0%)	Beginning	4			
	Intermediate	14	2		
	Advanced	4	4	0	
	Advanced High	0	0	2	
18 4 (22.2%)	Beginning	3			
	Intermediate	2	7		
	Advanced	0	2	4	
	Advanced High	0	0	0	
27 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
25 6 (24.0%)	Beginning	1			
	Intermediate	0	3		
	Advanced	0	1	2	
	Advanced High	0	0	5	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (39)	Beginning	0	0.0	0	0.0	4	10.3	5	21.7	0	0.0
	Intermediate	0	0.0	0	0.0	7	17.9	8	34.8	0	0.0
	Advanced	0	0.0	0	0.0	5	12.8	2	8.7	0	0.0
	Advanced High	0	0.0	0	0.0	23	59.0	8	34.8	0	0.0
ALL (177)	Beginning	30	31.6	32	33.7	64	36.2	58	36.3	32	33.7
	Intermediate	34	35.8	36	37.9	54	30.5	54	33.8	39	41.1
	Advanced	22	23.2	23	24.2	25	14.1	16	10.0	17	17.9
	Advanced High	9	9.5	4	4.2	34	19.2	32	20.0	7	7.4

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
35 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
135 34 (25.2%)	Beginning	8			
	Intermediate	16	12		
	Advanced	4	7	6	
	Advanced High	0	0	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

51	77.4	82.6			86.3		78.9	
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GRADE 1 READING

23	80.2	88.1			87.0		91.2	
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GRADE 1 READING SPANISH

28	69.6	79.8			78.6		89.5	
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GRADE 2 MATHEMATICS

31	77.1	84.0	83.3		77.4	90.3	76.5	92.3
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GRADE 2 READING

14	67.1	78.1	86.3		78.6	100.0	72.1	91.3
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GRADE 2 READING SPANISH

17	72.1	79.0	79.6		70.6	88.2	75.1	92.0
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GRADE 3 MATHEMATICS

38	63.0	75.4	78.0		71.1	78.9	70.6	90.8
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GRADE 3 READING

16	50.0	70.0	77.1		50.0	87.5	62.6	88.7
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GRADE 3 READING SPANISH

22	44.3	66.6	86.5		31.8	100.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

17	68.5	77.5	82.3		70.6	94.1	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

22	71.7	76.4	90.1		77.3	100.0	68.5	91.9
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GRADE 4 MATHEMATICS

39	74.2	81.2	76.8		79.5	71.8	71.7	90.4
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GRADE 4 READING

17	51.2	73.4	84.1		58.8	100.0	68.8	92.4
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GRADE 4 READING SPANISH

22	71.4	80.9	90.1		72.7	100.0	80.7	91.8
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GRADE 5 MATHEMATICS

38	79.2	84.8	84.0		92.1	92.1	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

3	*	*	*		*	*	56.2	*
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GRADE 5 READING

14	50.0	75.0	83.4		92.9	100.0	79.5	94.1
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GRADE 5 READING SPANISH

27	68.0	76.6	86.4		77.8	100.0	79.8	94.9
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GRADE 5 SCIENCE

37	81.0	83.2	84.1		91.9	97.3	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 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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