



School Number 283

ESPERANZA "HOPE" MEDRANO 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	66
KN	52
1	49
2	54
3	40
4	46
5	56
ALL	363

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	71	19.6	6	22.2
American Indian/Alaska Native	1	0.3	*	*
Asian/Hawaiian/Pacific Islander	19	5.2	*	*
Hispanic	267	73.6	16	59.3
White	1	0.3	5	18.5
Multiple	4	1.1	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	242	66.7
Economically disadvantaged	334	92.0
Limited English proficient (LEP)	230	63.4
Special education	43	11.8
Talented and Gifted (TAG)	85	23.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	72	9	12.5	0	0.0	7	9.7	54	75.0	0	0.0	2	2.8
	2019	70	9	12.9	0	0.0	4	5.7	56	80.0	1	1.4	0	0.0
	2020	66	16	24.2	0	0.0	3	4.5	46	69.7	1	1.5	0	0.0
KN	2018	54	11	20.4	1	1.9	5	9.3	34	63.0	1	1.9	2	3.7
	2019	53	7	13.2	0	0.0	1	1.9	43	81.1	0	0.0	2	3.8
	2020	52	9	17.3	1	1.9	3	5.8	39	75.0	0	0.0	0	0.0
1	2018	48	7	14.6	0	0.0	2	4.2	39	81.3	0	0.0	0	0.0
	2019	51	10	19.6	0	0.0	5	9.8	34	66.7	0	0.0	2	3.9
	2020	49	8	16.3	0	0.0	0	0.0	39	79.6	0	0.0	2	4.1
2	2018	53	14	26.4	0	0.0	4	7.5	35	66.0	0	0.0	0	0.0
	2019	46	8	17.4	0	0.0	3	6.5	34	73.9	1	2.2	0	0.0
	2020	54	12	22.2	0	0.0	3	5.6	37	68.5	0	0.0	2	3.7
3	2018	54	6	11.1	0	0.0	3	5.6	44	81.5	1	1.9	0	0.0
	2019	51	14	27.5	0	0.0	4	7.8	33	64.7	0	0.0	0	0.0
	2020	40	6	15.0	0	0.0	3	7.5	31	77.5	0	0.0	0	0.0
4	2018	57	11	19.3	0	0.0	2	3.5	43	75.4	1	1.8	0	0.0
	2019	57	9	15.8	0	0.0	4	7.0	41	71.9	3	5.3	0	0.0
	2020	46	10	21.7	0	0.0	3	6.5	33	71.7	0	0.0	0	0.0
5	2018	55	10	18.2	0	0.0	5	9.1	40	72.7	0	0.0	0	0.0
	2019	53	9	17.0	0	0.0	3	5.7	39	73.6	2	3.8	0	0.0
	2020	56	10	17.9	0	0.0	4	7.1	42	75.0	0	0.0	0	0.0
PK-5	2018	393	68	17.3	1	0.3	28	7.1	289	73.5	3	0.8	4	1.0
	2019	381	66	17.3	0	0.0	24	6.3	280	73.5	7	1.8	4	1.0
	2020	363	71	19.6	1	0.3	19	5.2	267	73.6	1	0.3	4	1.1

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	61	84.7	49	68.1	4	5.6	53	73.6	0	0.0	58	80.6	51.4	48.6	20.8
	2019	70	69	98.6	49	70.0	11	15.7	22	31.4	0	0.0	44	62.9	48.6	51.4	35.7
	2020	66	65	98.5	41	62.1	4	6.1	44	66.7	0	0.0	51	77.3	48.5	51.5	22.7
KN	2018	54	44	81.5	30	55.6	8	14.8	35	64.8	10	18.5	12	22.2	59.3	40.7	0.0
	2019	53	50	94.3	34	64.2	7	13.2	32	60.4	9	17.0	11	20.8	50.9	49.1	1.9
	2020	52	51	98.1	36	69.2	10	19.2	35	67.3	11	21.2	7	13.5	51.9	48.1	0.0
1	2018	48	40	83.3	32	66.7	2	4.2	34	70.8	9	18.8	3	6.3	54.2	45.8	0.0
	2019	51	47	92.2	34	66.7	10	19.6	33	64.7	17	33.3	4	7.8	56.9	43.1	5.9
	2020	49	40	81.6	33	67.3	1	2.0	28	57.1	14	28.6	8	16.3	42.9	57.1	2.0
2	2018	53	45	84.9	30	56.6	7	13.2	37	69.8	13	24.5	5	9.4	52.8	47.2	5.7
	2019	46	45	97.8	31	67.4	6	13.0	30	65.2	11	23.9	4	8.7	47.8	52.2	0.0
	2020	54	46	85.2	35	64.8	13	24.1	34	63.0	15	27.8	3	5.6	57.4	42.6	5.6
3	2018	54	47	87.0	31	57.4	2	3.7	38	70.4	17	31.5	4	7.4	53.7	46.3	3.7
	2019	51	48	94.1	28	54.9	8	15.7	32	62.7	14	27.5	2	3.9	56.9	43.1	2.0
	2020	40	38	95.0	27	67.5	4	10.0	28	70.0	11	27.5	4	10.0	45.0	55.0	0.0
4	2018	57	52	91.2	36	63.2	8	14.0	43	75.4	15	26.3	3	5.3	42.1	57.9	3.5
	2019	57	53	93.0	29	50.9	8	14.0	41	71.9	17	29.8	7	12.3	49.1	50.9	1.8
	2020	46	43	93.5	29	63.0	6	13.0	38	82.6	13	28.3	4	8.7	56.5	43.5	2.2
5	2018	55	55	100.0	30	54.5	6	10.9	44	80.0	16	29.1	3	5.5	52.7	47.3	1.8
	2019	53	51	96.2	32	60.4	7	13.2	36	67.9	19	35.8	4	7.5	47.2	52.8	0.0
	2020	56	51	91.1	29	51.8	5	8.9	35	62.5	21	37.5	5	8.9	42.9	57.1	0.0
PK-5	2018	393	344	87.5	238	60.6	37	9.4	284	72.3	80	20.4	88	22.4	52.2	47.8	5.9
	2019	381	363	95.3	237	62.2	57	15.0	226	59.3	87	22.8	76	19.9	50.9	49.1	8.1
	2020	363	334	92.0	230	63.4	43	11.8	242	66.7	85	23.4	82	22.6	49.3	50.7	5.5

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	53	11,061	50	94.3	10,520	95.1	10	18.8	17.8	46	9,830	86.3	88.9
	2019	51	10,918	48	93.2	10,370	95.0	4	7.8	5.7	40	9,637	78.0	88.3
	2020	47	10,874	45	95.5	10,319	94.9	2	4.3	3.8	44	9,815	94.2	90.3
1	2018	48	11,550	46	96.9	11,055	95.7	7	14.6	16.6	44	10,347	91.9	89.6
	2019	54	11,198	51	94.9	10,715	95.7	4	7.4	5.0	46	10,069	85.0	89.9
	2020	47	11,192	45	94.6	10,678	95.4	8	16.9	3.9	42	10,139	88.9	90.6
2	2018	53	11,864	50	95.3	11,398	96.1	12	22.7	15.9	46	10,717	87.0	90.3
	2019	46	11,232	44	96.9	10,781	96.0	4	8.8	4.8	42	10,169	92.3	90.5
	2020	53	11,070	50	94.8	10,616	95.9	4	7.5	3.2	48	10,175	90.2	91.9
3	2018	57	12,536	54	95.2	12,080	96.4	9	15.9	14.4	47	11,431	83.1	91.2
	2019	51	11,452	49	95.5	11,029	96.3	5	9.8	4.6	42	10,478	82.6	91.5
	2020	41	11,093	40	96.5	10,664	96.1	7	17.0	3.5	36	10,181	87.4	91.8
4	2018	59	12,675	57	96.6	12,235	96.5	5	8.5	14.1	54	11,637	91.6	91.8
	2019	56	12,118	54	96.6	11,690	96.5	5	8.9	4.9	48	11,112	85.8	91.7
	2020	47	11,323	45	95.7	10,902	96.3	4	8.4	3.4	43	10,479	90.7	92.5
5	2018	54	12,498	52	96.6	12,078	96.6	3	5.5	6.1	48	11,513	88.5	92.1
	2019	53	12,193	52	96.7	11,779	96.6	1	1.9	4.5	50	11,300	93.5	92.7
	2020	51	11,957	49	96.5	11,518	96.3	1	2.0	3.2	48	11,098	94.9	92.8
KN-5	2018	324	72,186	310	95.8	69,366	96.1	46	14.2	14.0	285	65,475	88.0	90.7
	2019	311	69,110	298	95.6	66,364	96.0	23	7.4	4.9	268	62,765	86.1	90.8
	2020	286	67,509	274	95.6	64,698	95.8	26	9.1	3.5	261	61,887	91.2	91.7

Teachers: 27

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	22.2
Hispanic	16	59.3
White	5	18.5
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	23	85.2
Male	4	14.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.8	70.6
2018-19	7.3	69.0
2019-20	4.6	62.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	3	11.1
2	4	14.8
3	0	0.0
4	3	11.1
5	2	7.4
1-3	7	25.9
More than 3	20	74.1
1 - 5	12	44.4
6 - 10	7	25.9
11 - 20	6	22.2
More than 20	2	7.4

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (34)	Beginning	10	29.4	12	35.3	28	82.4	27	79.4	11	32.4
	Intermediate	11	32.4	11	32.4	2	5.9	4	11.8	18	52.9
	Advanced	6	17.6	5	14.7	2	5.9	0	0.0	3	8.8
	Advanced High	7	20.6	6	17.6	2	5.9	3	8.8	2	5.9
1 (33)	Beginning	3	9.1	7	21.2	23	69.7	22	66.7	7	21.2
	Intermediate	8	24.2	7	21.2	9	27.3	4	12.1	16	48.5
	Advanced	10	30.3	9	27.3	0	0.0	2	6.1	9	27.3
	Advanced High	12	36.4	10	30.3	1	3.0	5	15.2	1	3.0
2 (35)	Beginning	2	5.7	6	17.1	9	25.7	12	34.3	4	11.4
	Intermediate	9	25.7	15	42.9	9	25.7	12	34.3	17	48.6
	Advanced	14	40.0	9	25.7	10	28.6	8	22.9	10	28.6
	Advanced High	10	28.6	5	14.3	7	20.0	3	8.6	4	11.4
3 (27)	Beginning	1	3.7	5	18.5	3	11.1	3	11.1	1	3.7
	Intermediate	2	7.4	16	59.3	8	29.6	12	44.4	8	29.6
	Advanced	13	48.1	6	22.2	12	44.4	7	25.9	17	63.0
	Advanced High	11	40.7	0	0.0	4	14.8	5	18.5	1	3.7
4 (29)	Beginning	3	10.3	4	13.8	4	13.8	4	13.8	3	10.3
	Intermediate	7	24.1	9	31.0	8	27.6	7	24.1	10	34.5
	Advanced	10	34.5	11	37.9	11	37.9	5	17.2	7	24.1
	Advanced High	9	31.0	5	17.2	6	20.7	13	44.8	9	31.0

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	-	-	-	
30 16 (53.3%)	Beginning	6			
	Intermediate	8	7		
	Advanced	2	6	1	
	Advanced High	0	0	0	
33 7 (21.2%)	Beginning	4			
	Intermediate	1	16		
	Advanced	1	3	6	
	Advanced High	0	1	1	
26 10 (38.5%)	Beginning	1			
	Intermediate	2	5		
	Advanced	0	7	10	
	Advanced High	0	0	1	
26 11 (42.3%)	Beginning	0			
	Intermediate	0	10		
	Advanced	0	2	5	
	Advanced High	0	0	9	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (29)	Beginning	1	3.4	2	6.9	0	0.0	1	3.6	0	0.0
	Intermediate	3	10.3	6	20.7	6	21.4	1	3.6	4	14.3
	Advanced	7	24.1	17	58.6	10	35.7	1	3.6	8	28.6
	Advanced High	18	62.1	4	13.8	12	42.9	25	89.3	16	57.1
ALL (187)	Beginning	20	10.7	36	19.3	67	36.0	69	37.1	26	14.0
	Intermediate	40	21.4	64	34.2	42	22.6	40	21.5	73	39.2
	Advanced	60	32.1	57	30.5	45	24.2	23	12.4	54	29.0
	Advanced High	67	35.8	30	16.0	32	17.2	54	29.0	33	17.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
28 22 (78.6%)	Beginning	0			
	Intermediate	2	2		
	Advanced	0	4	4	
	Advanced High	0	0	16	
143 66 (46.2%)	Beginning	11			
	Intermediate	13	40		
	Advanced	3	22	26	
	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

46	67.3	74.8			67.4		78.9	
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GRADE 1 READING

13	73.5	84.1			84.6		91.2	
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GRADE 1 READING SPANISH

33	75.6	83.7			87.9		89.5	
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GRADE 2 MATHEMATICS

52	67.5	77.3	80.8		69.2	76.9	76.5	92.3
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GRADE 2 READING

21	66.9	77.9	82.5		71.4	85.7	72.1	91.3
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GRADE 2 READING SPANISH

30	72.0	79.0	89.4		76.7	100.0	75.1	92.0
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GRADE 3 MATHEMATICS

41	55.4	70.3	79.8		63.4	95.1	70.6	90.8
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GRADE 3 READING

16	49.1	69.4	76.0		43.8	75.0	62.6	88.7
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GRADE 3 READING SPANISH

25	48.0	68.8	81.7		48.0	96.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

20	52.6	66.2	78.8		45.0	90.0	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

27	59.7	66.4	77.9		48.1	77.8	68.5	91.9
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GRADE 4 MATHEMATICS

45	62.2	72.4	80.3		60.0	80.0	71.7	90.4
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GRADE 4 READING

22	47.5	71.4	82.5		63.6	100.0	68.8	92.4
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GRADE 4 READING SPANISH

25	70.8	80.5	77.5		76.0	76.0	80.7	91.8
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GRADE 5 MATHEMATICS

50	69.5	77.7	86.1		70.0	96.0	78.3	91.9
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GRADE 5 READING

27	42.4	71.2	83.6		55.6	100.0	79.5	94.1
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GRADE 5 READING SPANISH

23	81.2	86.3	85.5		95.7	95.7	79.8	94.9
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GRADE 5 SCIENCE

24	73.1	76.3	89.1		70.8	100.0	76.5	95.9
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GRADE 5 SCIENCE SPANISH

25	81.3	85.3	84.8		96.0	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 READING

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GRADE 4 READING SPANISH

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GRADE 5 MATHEMATICS

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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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