



School Number 198

# MARTHA TURNER REILLY 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	62
KN	91
1	83
2	88
3	75
4	67
5	79
ALL	545

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	59	10.8	6	16.7
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	0.4	*	*
Hispanic	400	73.4	13	36.1
White	62	11.4	11	30.6
Multiple	22	4.0	3	8.3
Other* (teachers only)	—	—	3	8.3
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	263	48.3
Economically disadvantaged	437	80.2
Limited English proficient (LEP)	239	43.9
Special education	72	13.2
Talented and Gifted (TAG)	71	13.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	64	6	9.4	0	0.0	0	0.0	51	79.7	6	9.4	1	1.6
	2019	64	1	1.6	1	1.6	1	1.6	56	87.5	5	7.8	0	0.0
	2020	62	8	12.9	0	0.0	0	0.0	44	71.0	7	11.3	3	4.8
KN	2018	92	13	14.1	0	0.0	1	1.1	65	70.7	11	12.0	2	2.2
	2019	84	6	7.1	0	0.0	0	0.0	60	71.4	17	20.2	1	1.2
	2020	91	8	8.8	0	0.0	1	1.1	63	69.2	13	14.3	6	6.6
1	2018	99	19	19.2	1	1.0	1	1.0	60	60.6	12	12.1	5	5.1
	2019	95	15	15.8	0	0.0	1	1.1	66	69.5	11	11.6	2	2.1
	2020	83	2	2.4	0	0.0	0	0.0	63	75.9	14	16.9	4	4.8
2	2018	85	16	18.8	0	0.0	0	0.0	59	69.4	7	8.2	3	3.5
	2019	80	14	17.5	1	1.3	1	1.3	52	65.0	10	12.5	2	2.5
	2020	88	9	10.2	0	0.0	0	0.0	68	77.3	9	10.2	2	2.3
3	2018	84	12	14.3	0	0.0	0	0.0	67	79.8	4	4.8	1	1.2
	2019	73	14	19.2	0	0.0	0	0.0	50	68.5	7	9.6	2	2.7
	2020	75	13	17.3	0	0.0	1	1.3	48	64.0	9	12.0	4	5.3
4	2018	76	10	13.2	0	0.0	0	0.0	62	81.6	2	2.6	2	2.6
	2019	82	9	11.0	0	0.0	0	0.0	66	80.5	6	7.3	1	1.2
	2020	67	11	16.4	0	0.0	0	0.0	49	73.1	4	6.0	3	4.5
5	2018	84	6	7.1	0	0.0	0	0.0	70	83.3	6	7.1	2	2.4
	2019	72	7	9.7	0	0.0	0	0.0	58	80.6	5	6.9	2	2.8
	2020	79	8	10.1	0	0.0	0	0.0	65	82.3	6	7.6	0	0.0
PK-5	2018	584	82	14.0	1	0.2	2	0.3	434	74.3	48	8.2	16	2.7
	2019	550	66	12.0	2	0.4	3	0.5	408	74.2	61	11.1	10	1.8
	2020	545	59	10.8	0	0.0	2	0.4	400	73.4	62	11.4	22	4.0

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	64	64	100.0	28	43.8	4	6.3	29	45.3	0	0.0	62	96.9	48.4	51.6	3.1
	2019	64	63	98.4	30	46.9	7	10.9	5	7.8	0	0.0	60	93.8	51.6	48.4	7.8
	2020	62	62	100.0	26	41.9	2	3.2	26	41.9	0	0.0	60	96.8	54.8	45.2	3.2
KN	2018	92	61	66.3	40	43.5	13	14.1	41	44.6	0	0.0	31	33.7	53.3	46.7	1.1
	2019	84	65	77.4	28	33.3	10	11.9	26	31.0	8	9.5	34	40.5	47.6	52.4	0.0
	2020	91	70	76.9	34	37.4	9	9.9	36	39.6	5	5.5	32	35.2	54.9	45.1	0.0
1	2018	99	75	75.8	35	35.4	9	9.1	39	39.4	14	14.1	18	18.2	55.6	44.4	4.0
	2019	95	71	74.7	42	44.2	18	18.9	45	47.4	8	8.4	8	8.4	54.7	45.3	7.4
	2020	83	64	77.1	36	43.4	14	16.9	34	41.0	11	13.3	6	7.2	50.6	49.4	2.4
2	2018	85	57	67.1	40	47.1	15	17.6	42	49.4	15	17.6	9	10.6	43.5	56.5	2.4
	2019	80	60	75.0	32	40.0	11	13.8	39	48.8	13	16.3	6	7.5	55.0	45.0	8.8
	2020	88	67	76.1	39	44.3	12	13.6	41	46.6	12	13.6	9	10.2	60.2	39.8	5.7
3	2018	84	67	79.8	40	47.6	12	14.3	46	54.8	10	11.9	8	9.5	54.8	45.2	1.2
	2019	73	59	80.8	36	49.3	15	20.5	38	52.1	13	17.8	7	9.6	50.7	49.3	8.2
	2020	75	57	76.0	30	40.0	12	16.0	30	40.0	15	20.0	6	8.0	50.7	49.3	1.3
4	2018	76	74	97.4	39	51.3	11	14.5	44	57.9	11	14.5	11	14.5	40.8	59.2	1.3
	2019	82	61	74.4	38	46.3	10	12.2	41	50.0	18	22.0	12	14.6	61.0	39.0	3.7
	2020	67	55	82.1	36	53.7	14	20.9	45	67.2	11	16.4	6	9.0	49.3	50.7	0.0
5	2018	84	70	83.3	50	59.5	12	14.3	65	77.4	10	11.9	12	14.3	54.8	45.2	0.0
	2019	72	65	90.3	39	54.2	12	16.7	47	65.3	14	19.4	9	12.5	43.1	56.9	0.0
	2020	79	62	78.5	38	48.1	9	11.4	51	64.6	17	21.5	6	7.6	60.8	39.2	0.0
PK-5	2018	584	468	80.1	272	46.6	76	13.0	306	52.4	60	10.3	151	25.9	50.5	49.5	1.9
	2019	550	444	80.7	245	44.5	83	15.1	241	43.8	74	13.5	136	24.7	52.2	47.8	5.1
	2020	545	437	80.2	239	43.9	72	13.2	263	48.3	71	13.0	125	22.9	54.7	45.3	1.8

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	92	11,061	88	95.5	10,520	95.1	9	9.8	17.8	87	9,830	94.9	88.9
	2019	85	10,918	81	95.4	10,370	95.0	3	3.5	5.7	75	9,637	88.5	88.3
	2020	92	10,874	88	95.4	10,319	94.9	3	3.2	3.8	85	9,815	92.0	90.3
1	2018	95	11,550	91	95.2	11,055	95.7	14	14.7	16.6	83	10,347	87.0	89.6
	2019	96	11,198	92	96.1	10,715	95.7	1	1.0	5.0	91	10,069	94.8	89.9
	2020	83	11,192	79	95.0	10,678	95.4	6	7.2	3.9	73	10,139	88.1	90.6
2	2018	84	11,864	80	95.9	11,398	96.1	13	15.6	15.9	77	10,717	92.1	90.3
	2019	81	11,232	78	96.6	10,781	96.0	3	3.7	4.8	73	10,169	90.6	90.5
	2020	89	11,070	85	95.7	10,616	95.9	1	1.1	3.2	80	10,175	90.2	91.9
3	2018	83	12,536	81	97.4	12,080	96.4	6	7.2	14.4	82	11,431	98.4	91.2
	2019	72	11,452	70	96.3	11,029	96.3	0	0.0	4.6	66	10,478	91.2	91.5
	2020	77	11,093	74	96.9	10,664	96.1	1	1.3	3.5	72	10,181	93.9	91.8
4	2018	76	12,675	73	95.5	12,235	96.5	13	17.1	14.1	70	11,637	91.9	91.8
	2019	82	12,118	79	97.0	11,690	96.5	5	6.1	4.9	79	11,112	96.4	91.7
	2020	69	11,323	66	96.6	10,902	96.3	1	1.5	3.4	61	10,479	88.7	92.5
5	2018	84	12,498	82	96.7	12,078	96.6	4	4.7	6.1	81	11,513	96.1	92.1
	2019	71	12,193	68	95.7	11,779	96.6	4	5.6	4.5	64	11,300	90.3	92.7
	2020	82	11,957	79	96.2	11,518	96.3	2	2.4	3.2	77	11,098	93.5	92.8
KN-5	2018	514	72,186	494	96.0	69,366	96.1	59	11.5	14.0	480	65,475	93.3	90.7
	2019	487	69,110	468	96.2	66,364	96.0	16	3.3	4.9	448	62,765	92.1	90.8
	2020	492	67,509	472	95.9	64,698	95.8	14	2.8	3.5	448	61,887	91.1	91.7



Teachers: 36

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	6	16.7
Hispanic	13	36.1
White	11	30.6
Multiple	3	8.3
Other	3	8.3

Gender	Number	Percentage
Female	32	88.9
Male	4	11.1

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	7.8	83.3
2018-19	6.6	75.7
2019-20	4.4	77.1

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	1	2.8
1	3	8.3
2	3	8.3
3	2	5.6
4	2	5.6
5	3	8.3
1-3	8	22.2
More than 3	27	75.0
1 - 5	13	36.1
6 - 10	8	22.2
11 - 20	6	16.7
More than 20	8	22.2

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
KN (35)	Beginning	24	68.6	25	71.4	35	100.0	35	100.0	26	74.3
	Intermediate	11	31.4	7	20.0	0	0.0	0	0.0	9	25.7
	Advanced	0	0.0	3	8.6	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 (35)	Beginning	2	5.7	4	11.4	34	97.1	28	80.0	4	11.4
	Intermediate	9	25.7	20	57.1	1	2.9	4	11.4	30	85.7
	Advanced	22	62.9	11	31.4	0	0.0	3	8.6	1	2.9
	Advanced High	2	5.7	0	0.0	0	0.0	0	0.0	0	0.0
2 (38)	Beginning	2	5.3	8	21.1	23	62.2	9	23.7	4	10.8
	Intermediate	12	31.6	23	60.5	6	16.2	20	52.6	24	64.9
	Advanced	11	28.9	5	13.2	6	16.2	7	18.4	8	21.6
	Advanced High	13	34.2	2	5.3	2	5.4	2	5.3	1	2.7
3 (30)	Beginning	0	0.0	1	3.3	4	13.3	4	13.3	1	3.3
	Intermediate	1	3.3	9	30.0	8	26.7	1	3.3	5	16.7
	Advanced	6	20.0	10	33.3	15	50.0	8	26.7	13	43.3
	Advanced High	23	76.7	10	33.3	3	10.0	17	56.7	11	36.7
4 (35)	Beginning	2	5.7	3	8.6	2	5.7	4	11.4	1	2.9
	Intermediate	10	28.6	15	42.9	9	25.7	17	48.6	10	28.6
	Advanced	16	45.7	14	40.0	12	34.3	5	14.3	18	51.4
	Advanced High	7	20.0	3	8.6	12	34.3	9	25.7	6	17.1

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	–	–	–	
33	Beginning	2			
24 (72.7%)	Intermediate	23	7		
	Advanced	1	0	0	
	Advanced High	0	0	0	
37	Beginning	4			
12 (32.4%)	Intermediate	4	20		
	Advanced	0	7	1	
	Advanced High	0	0	1	
29	Beginning	1			
22 (75.9%)	Intermediate	2	3		
	Advanced	0	9	3	
	Advanced High	0	2	9	
33	Beginning	1			
11 (33.3%)	Intermediate	1	8		
	Advanced	0	5	13	
	Advanced High	0	0	5	

**PERFORMANCE IN 2020**

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (38)	Beginning	1	2.6	2	5.3	1	2.6	1	2.6	1	2.6
	Intermediate	6	15.8	9	23.7	15	39.5	7	18.4	6	15.8
	Advanced	11	28.9	24	63.2	9	23.7	7	18.4	17	44.7
	Advanced High	20	52.6	3	7.9	13	34.2	23	60.5	14	36.8
ALL (211)	Beginning	31	14.7	43	20.4	99	47.1	81	38.4	37	17.6
	Intermediate	49	23.2	83	39.3	39	18.6	49	23.2	84	40.0
	Advanced	66	31.3	67	31.8	42	20.0	30	14.2	57	27.1
	Advanced High	65	30.8	18	8.5	30	14.3	51	24.2	32	15.2

**PROGRESSION FROM 2019 TO 2020**

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
35  21 (60.0%)	Beginning	1			
	Intermediate	0	5		
	Advanced	0	7	8	
	Advanced High	0	0	14	
167  90 (53.9%)	Beginning	9			
	Intermediate	30	43		
	Advanced	1	28	25	
	Advanced High	0	2	29	

 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**

77	80.3	84.9			83.1		78.9	
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**GRADE 1 READING**

37	80.4	88.2			91.9		91.2	
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**GRADE 1 READING SPANISH**

39	78.3	85.6			82.1		89.5	
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**GRADE 2 MATHEMATICS**

79	77.5	84.3	84.2		84.8	96.2	76.5	92.3
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**GRADE 2 READING**

54	70.5	80.3	82.4		74.1	98.1	72.1	91.3
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**GRADE 2 READING SPANISH**

26	56.0	67.0	76.5		42.3	84.6	75.1	92.0
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**GRADE 3 MATHEMATICS**

71	69.0	79.3	82.3		77.5	91.5	70.6	90.8
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**GRADE 3 READING**

54	64.9	78.9	81.2		81.5	92.6	62.6	88.7
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**GRADE 3 READING SPANISH**

14	53.6	72.1	79.4		50.0	85.7	57.7	88.7
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**GRADE 4 LANGUAGE ARTS**

52	69.2	78.0	84.1		76.9	98.1	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**

14	65.5	71.3	79.9		64.3	100.0	68.5	91.9
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**GRADE 4 MATHEMATICS**

66	68.3	76.8	83.7		66.7	89.4	71.7	90.4
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**GRADE 4 READING**

52	56.4	76.2	85.5		76.9	98.1	68.8	92.4
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**GRADE 4 READING SPANISH**

14	65.7	77.1	79.9		92.9	100.0	80.7	91.8
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**GRADE 5 MATHEMATICS**

81	77.0	83.2	79.8		86.4	95.1	78.3	91.9
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**GRADE 5 READING**

65	58.0	79.0	82.3		87.7	95.4	79.5	94.1
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**GRADE 5 READING SPANISH**

16	73.9	80.9	76.8		87.5	93.8	79.8	94.9
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**GRADE 5 SCIENCE**

81	79.3	81.8	79.3		86.4	91.4	76.5	95.9
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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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