



School Number 218

GEORGE W. TRUETT 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	140
KN	145
1	145
2	151
3	156
4	138
5	181
ALL	1,056

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	393	37.2	31	47.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	11	1.0	*	*
Hispanic	554	52.5	21	31.8
White	43	4.1	12	18.2
Multiple	54	5.1	1	1.5
Other* (teachers only)	—	—	1	1.5
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	625	59.2
Economically disadvantaged	1,021	96.7
Limited English proficient (LEP)	570	54.0
Special education	60	5.7
Talented and Gifted (TAG)	110	10.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	129	52	40.3	0	0.0	3	2.3	69	53.5	4	3.1	1	0.8
	2019	130	44	33.8	2	1.5	5	3.8	69	53.1	4	3.1	6	4.6
	2020	140	51	36.4	0	0.0	1	0.7	75	53.6	3	2.1	10	7.1
KN	2018	183	76	41.5	0	0.0	4	2.2	95	51.9	8	4.4	0	0.0
	2019	138	50	36.2	1	0.7	3	2.2	77	55.8	5	3.6	2	1.4
	2020	145	49	33.8	0	0.0	3	2.1	79	54.5	9	6.2	5	3.4
1	2018	147	51	34.7	0	0.0	1	0.7	86	58.5	8	5.4	1	0.7
	2019	178	78	43.8	0	0.0	3	1.7	82	46.1	7	3.9	8	4.5
	2020	145	55	37.9	0	0.0	4	2.8	77	53.1	5	3.4	4	2.8
2	2018	174	79	45.4	1	0.6	3	1.7	79	45.4	10	5.7	1	0.6
	2019	161	53	32.9	0	0.0	0	0.0	90	55.9	7	4.3	11	6.8
	2020	151	61	40.4	0	0.0	1	0.7	74	49.0	5	3.3	10	6.6
3	2018	197	77	39.1	0	0.0	1	0.5	109	55.3	7	3.6	2	1.0
	2019	153	70	45.8	0	0.0	2	1.3	67	43.8	6	3.9	7	4.6
	2020	156	51	32.7	0	0.0	1	0.6	84	53.8	9	5.8	11	7.1
4	2018	163	76	46.6	0	0.0	2	1.2	74	45.4	9	5.5	2	1.2
	2019	195	73	37.4	0	0.0	0	0.0	108	55.4	8	4.1	5	2.6
	2020	138	62	44.9	0	0.0	1	0.7	62	44.9	5	3.6	8	5.8
5	2018	169	56	33.1	1	0.6	2	1.2	105	62.1	4	2.4	1	0.6
	2019	141	57	40.4	0	0.0	2	1.4	70	49.6	9	6.4	3	2.1
	2020	181	64	35.4	0	0.0	0	0.0	103	56.9	7	3.9	6	3.3
PK-5	2018	1,162	467	40.2	2	0.2	16	1.4	617	53.1	50	4.3	8	0.7
	2019	1,096	425	38.8	3	0.3	15	1.4	563	51.4	46	4.2	42	3.8
	2020	1,056	393	37.2	0	0.0	11	1.0	554	52.5	43	4.1	54	5.1

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	129	121	93.8	66	51.2	0	0.0	71	55.0	0	0.0	119	92.2	52.7	47.3	7.8
	2019	130	130	100.0	75	57.7	6	4.6	7	5.4	0	0.0	121	93.1	53.1	46.9	6.2
	2020	140	138	98.6	76	54.3	3	2.1	76	54.3	0	0.0	127	90.7	44.3	55.7	8.6
KN	2018	183	173	94.5	90	49.2	3	1.6	96	52.5	2	1.1	59	32.2	59.0	41.0	1.6
	2019	138	132	95.7	76	55.1	4	2.9	58	42.0	0	0.0	34	24.6	58.0	42.0	0.0
	2020	145	142	97.9	85	58.6	4	2.8	87	60.0	14	9.7	41	28.3	49.7	50.3	0.0
1	2018	147	137	93.2	78	53.1	11	7.5	81	55.1	12	8.2	22	15.0	58.5	41.5	1.4
	2019	178	177	99.4	90	50.6	6	3.4	90	50.6	7	3.9	18	10.1	53.4	46.6	1.1
	2020	145	143	98.6	84	57.9	6	4.1	85	58.6	19	13.1	19	13.1	54.5	45.5	6.2
2	2018	174	165	94.8	84	48.3	14	8.0	93	53.4	8	4.6	29	16.7	48.9	51.1	2.3
	2019	161	153	95.0	88	54.7	12	7.5	82	50.9	12	7.5	21	13.0	57.8	42.2	1.9
	2020	151	146	96.7	83	55.0	7	4.6	84	55.6	18	11.9	15	9.9	51.0	49.0	0.0
3	2018	197	193	98.0	84	42.6	23	11.7	97	49.2	27	13.7	34	17.3	48.2	51.8	2.5
	2019	153	150	98.0	75	49.0	14	9.2	75	49.0	9	5.9	16	10.5	49.0	51.0	2.0
	2020	156	146	93.6	84	53.8	11	7.1	88	56.4	24	15.4	16	10.3	53.8	46.2	1.3
4	2018	163	158	96.9	71	43.6	12	7.4	128	78.5	28	17.2	15	9.2	47.9	52.1	0.0
	2019	195	188	96.4	87	44.6	26	13.3	148	75.9	26	13.3	12	6.2	49.7	50.3	0.0
	2020	138	131	94.9	68	49.3	11	8.0	103	74.6	8	5.8	10	7.2	44.9	55.1	3.6
5	2018	169	165	97.6	87	51.5	13	7.7	147	87.0	37	21.9	16	9.5	51.5	48.5	0.6
	2019	141	136	96.5	71	50.4	13	9.2	102	72.3	23	16.3	21	14.9	54.6	45.4	0.7
	2020	181	175	96.7	90	49.7	18	9.9	102	56.4	27	14.9	16	8.8	51.9	48.1	0.0
PK-5	2018	1,162	1,112	95.7	560	48.2	76	6.5	713	61.4	114	9.8	294	25.3	52.2	47.8	2.2
	2019	1,096	1,066	97.3	562	51.3	81	7.4	562	51.3	77	7.0	243	22.2	53.5	46.5	1.6
	2020	1,056	1,021	96.7	570	54.0	60	5.7	625	59.2	110	10.4	244	23.1	50.2	49.8	2.7

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	185	11,061	174	94.1	10,520	95.1	60	32.4	17.8	153	9,830	82.7	88.9
	2019	138	10,918	131	95.1	10,370	95.0	24	17.4	5.7	113	9,637	82.1	88.3
	2020	150	10,874	141	93.7	10,319	94.9	10	6.6	3.8	126	9,815	83.8	90.3
1	2018	147	11,550	141	95.4	11,055	95.7	41	27.8	16.6	128	10,347	86.9	89.6
	2019	175	11,198	166	95.1	10,715	95.7	16	9.1	5.0	149	10,069	85.2	89.9
	2020	143	11,192	136	94.8	10,678	95.4	11	7.7	3.9	122	10,139	85.2	90.6
2	2018	178	11,864	170	95.1	11,398	96.1	47	26.4	15.9	150	10,717	84.1	90.3
	2019	156	11,232	149	95.4	10,781	96.0	15	9.6	4.8	136	10,169	87.3	90.5
	2020	159	11,070	152	96.1	10,616	95.9	7	4.4	3.2	138	10,175	86.9	91.9
3	2018	193	12,536	185	95.9	12,080	96.4	53	27.4	14.4	166	11,431	85.9	91.2
	2019	156	11,452	150	96.1	11,029	96.3	23	14.7	4.6	137	10,478	87.6	91.5
	2020	157	11,093	149	95.3	10,664	96.1	14	8.9	3.5	134	10,181	85.6	91.8
4	2018	168	12,675	160	95.0	12,235	96.5	42	25.0	14.1	137	11,637	81.5	91.8
	2019	189	12,118	182	96.2	11,690	96.5	26	13.8	4.9	167	11,112	88.4	91.7
	2020	143	11,323	138	96.2	10,902	96.3	4	2.8	3.4	129	10,479	89.9	92.5
5	2018	175	12,498	168	96.2	12,078	96.6	16	9.2	6.1	153	11,513	87.7	92.1
	2019	147	12,193	142	96.1	11,779	96.6	16	10.9	4.5	126	11,300	85.6	92.7
	2020	187	11,957	180	96.3	11,518	96.3	9	4.8	3.2	170	11,098	91.1	92.8
KN-5	2018	1,047	72,186	997	95.3	69,366	96.1	259	24.7	14.0	887	65,475	84.7	90.7
	2019	961	69,110	919	95.7	66,364	96.0	120	12.5	4.9	828	62,765	86.2	90.8
	2020	939	67,509	896	95.4	64,698	95.8	55	5.9	3.5	819	61,887	87.2	91.7

Teachers: 66

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	31	47.0
Hispanic	21	31.8
White	12	18.2
Multiple	1	1.5
Other	1	1.5

Gender	Number	Percentage
Female	54	81.8
Male	12	18.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.1	69.0
2018-19	6.3	63.5
2019-20	4.9	85.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	3.0
1	6	9.1
2	7	10.6
3	0	0.0
4	2	3.0
5	2	3.0
1-3	13	19.7
More than 3	51	77.3
1 - 5	17	25.8
6 - 10	12	18.2
11 - 20	25	37.9
More than 20	10	15.2

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (84)	Beginning	26	31.0	31	36.9	63	75.0	63	75.0	31	36.9
	Intermediate	21	25.0	25	29.8	7	8.3	5	6.0	34	40.5
	Advanced	31	36.9	26	31.0	13	15.5	15	17.9	18	21.4
	Advanced High	6	7.1	2	2.4	1	1.2	1	1.2	1	1.2
1 (84)	Beginning	31	36.9	50	59.5	73	86.9	60	71.4	49	58.3
	Intermediate	23	27.4	17	20.2	4	4.8	14	16.7	28	33.3
	Advanced	25	29.8	12	14.3	2	2.4	5	6.0	2	2.4
	Advanced High	5	6.0	5	6.0	5	6.0	5	6.0	5	6.0
2 (84)	Beginning	6	8.2	22	30.1	43	51.2	40	47.6	15	20.5
	Intermediate	31	42.5	33	45.2	25	29.8	31	36.9	45	61.6
	Advanced	27	37.0	10	13.7	13	15.5	11	13.1	10	13.7
	Advanced High	9	12.3	8	11.0	3	3.6	2	2.4	3	4.1
3 (86)	Beginning	9	10.7	18	21.4	35	40.7	31	36.0	14	16.7
	Intermediate	21	25.0	35	41.7	29	33.7	23	26.7	35	41.7
	Advanced	29	34.5	19	22.6	16	18.6	18	20.9	28	33.3
	Advanced High	25	29.8	12	14.3	6	7.0	14	16.3	7	8.3
4 (69)	Beginning	19	27.9	10	14.7	16	23.5	22	31.9	13	19.1
	Intermediate	32	47.1	33	48.5	26	38.2	25	36.2	32	47.1
	Advanced	9	13.2	21	30.9	20	29.4	12	17.4	19	27.9
	Advanced High	8	11.8	4	5.9	6	8.8	10	14.5	4	5.9

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	-	-	-	
74 10 (13.5%)	Beginning	40			
	Intermediate	5	23		
	Advanced	0	1	1	
	Advanced High	0	1	3	
81 30 (37.0%)	Beginning	13			
	Intermediate	21	23		
	Advanced	3	3	4	
	Advanced High	0	1	2	
75 32 (42.7%)	Beginning	8			
	Intermediate	8	25		
	Advanced	0	17	8	
	Advanced High	0	1	6	
64 11 (17.2%)	Beginning	9			
	Intermediate	3	29		
	Advanced	0	4	14	
	Advanced High	0	0	4	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (89)	Beginning	13	14.6	12	13.5	13	15.5	13	14.6	8	9.3
	Intermediate	30	33.7	30	33.7	24	28.6	35	39.3	28	32.6
	Advanced	28	31.5	35	39.3	37	44.0	19	21.3	37	43.0
	Advanced High	18	20.2	12	13.5	10	11.9	22	24.7	13	15.1
ALL (496)	Beginning	104	21.6	143	29.7	243	49.6	229	46.2	130	27.1
	Intermediate	158	32.8	173	35.9	115	23.5	133	26.8	202	42.2
	Advanced	149	30.9	123	25.5	101	20.6	80	16.1	114	23.8
	Advanced High	71	14.7	43	8.9	31	6.3	54	10.9	33	6.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
79 41 (51.9%)	Beginning	3			
	Intermediate	6	20		
	Advanced	1	21	15	
	Advanced High	0	0	13	
373 124 (33.2%)	Beginning	73			
	Intermediate	43	120		
	Advanced	4	46	42	
	Advanced High	0	3	28	

 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

133	72.4	78.8			73.7		78.9	
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GRADE 1 READING

74	70.9	82.6			85.1		91.2	
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GRADE 1 READING SPANISH

60	83.0	88.7			93.3		89.5	
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GRADE 2 MATHEMATICS

153	73.3	81.4	82.0		80.4	90.2	76.5	92.3
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GRADE 2 READING

92	65.1	76.7	80.0		68.5	91.3	72.1	91.3
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GRADE 2 READING SPANISH

60	64.5	73.4	80.8		61.7	90.0	75.1	92.0
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GRADE 3 MATHEMATICS

143	61.1	74.1	83.8		69.2	94.4	70.6	90.8
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GRADE 3 READING

93	48.4	69.1	77.1		51.6	88.2	62.6	88.7
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GRADE 3 READING SPANISH

49	54.2	72.5	83.8		59.2	93.9	57.7	88.7
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GRADE 4 LANGUAGE ARTS

87	58.1	70.1	78.1		55.2	86.2	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

45	63.0	69.2	79.7		55.6	88.9	68.5	91.9
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GRADE 4 MATHEMATICS

131	57.0	68.5	82.7		46.6	87.0	71.7	90.4
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GRADE 4 READING

86	44.0	69.4	76.8		51.2	87.2	68.8	92.4
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GRADE 4 READING SPANISH

44	59.8	73.2	79.8		63.6	88.6	80.7	91.8
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GRADE 5 MATHEMATICS

167	63.6	73.3	77.7		54.5	76.6	78.3	91.9
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GRADE 5 READING

109	44.4	72.2	77.0		58.7	93.6	79.5	94.1
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GRADE 5 READING SPANISH

57	63.1	73.0	84.0		68.4	98.2	79.8	94.9
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GRADE 5 SCIENCE

108	73.3	76.4	81.0		69.4	87.0	76.5	95.9
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GRADE 5 SCIENCE SPANISH

59	59.6	68.1	87.2		44.1	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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