



School Number 163

# CEDAR CREST 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	56
KN	59
1	41
2	52
3	61
4	57
5	57
ALL	383

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	225	58.7	19	67.9
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	149	38.9	8	28.6
White	4	1.0	1	3.6
Multiple	5	1.3	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	140	36.6
Economically disadvantaged	373	97.4
Limited English proficient (LEP)	95	24.8
Special education	46	12.0
Talented and Gifted (TAG)	33	8.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	34	19	55.9	0	0.0	0	0.0	15	44.1	0	0.0	0	0.0
	2019	40	18	45.0	0	0.0	0	0.0	21	52.5	0	0.0	1	2.5
	2020	56	35	62.5	0	0.0	0	0.0	18	32.1	1	1.8	2	3.6
KN	2018	45	28	62.2	0	0.0	1	2.2	15	33.3	1	2.2	0	0.0
	2019	48	31	64.6	0	0.0	0	0.0	16	33.3	1	2.1	0	0.0
	2020	59	29	49.2	0	0.0	0	0.0	28	47.5	1	1.7	1	1.7
1	2018	60	31	51.7	0	0.0	1	1.7	28	46.7	0	0.0	0	0.0
	2019	47	31	66.0	0	0.0	0	0.0	16	34.0	0	0.0	0	0.0
	2020	41	24	58.5	0	0.0	0	0.0	15	36.6	2	4.9	0	0.0
2	2018	51	33	64.7	0	0.0	0	0.0	18	35.3	0	0.0	0	0.0
	2019	59	34	57.6	0	0.0	0	0.0	24	40.7	1	1.7	0	0.0
	2020	52	33	63.5	0	0.0	0	0.0	19	36.5	0	0.0	0	0.0
3	2018	64	33	51.6	0	0.0	0	0.0	31	48.4	0	0.0	0	0.0
	2019	47	29	61.7	0	0.0	0	0.0	17	36.2	0	0.0	1	2.1
	2020	61	32	52.5	0	0.0	0	0.0	29	47.5	0	0.0	0	0.0
4	2018	73	43	58.9	0	0.0	0	0.0	29	39.7	1	1.4	0	0.0
	2019	56	30	53.6	0	0.0	0	0.0	25	44.6	0	0.0	1	1.8
	2020	57	37	64.9	0	0.0	0	0.0	19	33.3	0	0.0	1	1.8
5	2018	65	37	56.9	0	0.0	0	0.0	27	41.5	1	1.5	0	0.0
	2019	55	31	56.4	0	0.0	0	0.0	23	41.8	0	0.0	1	1.8
	2020	57	35	61.4	0	0.0	0	0.0	21	36.8	0	0.0	1	1.8
PK-5	2018	392	224	57.1	0	0.0	2	0.5	163	41.6	3	0.8	0	0.0
	2019	352	204	58.0	0	0.0	0	0.0	142	40.3	2	0.6	4	1.1
	2020	383	225	58.7	0	0.0	0	0.0	149	38.9	4	1.0	5	1.3

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	34	30	88.2	10	29.4	0	0.0	10	29.4	0	0.0	29	85.3	50.0	50.0	14.7
	2019	40	39	97.5	11	27.5	11	27.5	1	2.5	0	0.0	36	90.0	57.5	42.5	10.0
	2020	56	56	100.0	10	17.9	1	1.8	10	17.9	0	0.0	41	73.2	53.6	46.4	26.8
KN	2018	45	38	84.4	14	31.1	1	2.2	17	37.8	10	22.2	14	31.1	57.8	42.2	2.2
	2019	48	47	97.9	8	16.7	10	20.8	8	16.7	0	0.0	9	18.8	52.1	47.9	0.0
	2020	59	57	96.6	17	28.8	16	27.1	15	25.4	1	1.7	20	33.9	64.4	35.6	5.1
1	2018	60	54	90.0	26	43.3	5	8.3	30	50.0	5	8.3	9	15.0	36.7	63.3	3.3
	2019	47	45	95.7	13	27.7	1	2.1	13	27.7	8	17.0	9	19.1	61.7	38.3	0.0
	2020	41	38	92.7	11	26.8	1	2.4	11	26.8	1	2.4	8	19.5	63.4	36.6	0.0
2	2018	51	42	82.4	12	23.5	2	3.9	17	33.3	8	15.7	7	13.7	64.7	35.3	3.9
	2019	59	56	94.9	22	37.3	9	15.3	23	39.0	7	11.9	7	11.9	39.0	61.0	1.7
	2020	52	51	98.1	13	25.0	1	1.9	15	28.8	9	17.3	6	11.5	61.5	38.5	3.8
3	2018	64	54	84.4	16	25.0	8	12.5	22	34.4	8	12.5	7	10.9	56.3	43.8	6.3
	2019	47	45	95.7	12	25.5	4	8.5	13	27.7	6	12.8	5	10.6	59.6	40.4	0.0
	2020	61	60	98.4	24	39.3	12	19.7	25	41.0	4	6.6	9	14.8	42.6	57.4	3.3
4	2018	73	63	86.3	20	27.4	10	13.7	48	65.8	13	17.8	13	17.8	47.9	52.1	2.7
	2019	56	53	94.6	16	28.6	11	19.6	37	66.1	9	16.1	7	12.5	62.5	37.5	0.0
	2020	57	55	96.5	10	17.5	5	8.8	40	70.2	8	14.0	7	12.3	56.1	43.9	0.0
5	2018	65	64	98.5	20	30.8	7	10.8	56	86.2	9	13.8	4	6.2	46.2	53.8	1.5
	2019	55	52	94.5	14	25.5	11	20.0	45	81.8	8	14.5	4	7.3	49.1	50.9	0.0
	2020	57	56	98.2	10	17.5	10	17.5	24	42.1	10	17.5	8	14.0	57.9	42.1	0.0
PK-5	2018	392	345	88.0	118	30.1	33	8.4	200	51.0	53	13.5	83	21.2	50.8	49.2	4.3
	2019	352	337	95.7	96	27.3	57	16.2	140	39.8	38	10.8	77	21.9	54.0	46.0	1.4
	2020	383	373	97.4	95	24.8	46	12.0	140	36.6	33	8.6	99	25.8	56.7	43.3	5.7

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	42	11,061	39	93.5	10,520	95.1	19	45.7	17.8	32	9,830	76.9	88.9
	2019	50	10,918	45	89.9	10,370	95.0	6	12.1	5.7	32	9,637	64.5	88.3
	2020	48	10,874	45	93.3	10,319	94.9	7	14.5	3.8	33	9,815	68.5	90.3
1	2018	58	11,550	54	94.0	11,055	95.7	21	36.4	16.6	45	10,347	78.0	89.6
	2019	44	11,198	41	93.3	10,715	95.7	3	6.8	5.0	33	10,069	74.4	89.9
	2020	40	11,192	37	92.8	10,678	95.4	5	12.4	3.9	28	10,139	69.5	90.6
2	2018	50	11,864	48	96.6	11,398	96.1	17	34.2	15.9	45	10,717	90.7	90.3
	2019	57	11,232	53	93.0	10,781	96.0	4	7.0	4.8	44	10,169	76.5	90.5
	2020	52	11,070	49	94.4	10,616	95.9	8	15.5	3.2	40	10,175	77.5	91.9
3	2018	65	12,536	61	94.2	12,080	96.4	18	27.7	14.4	56	11,431	86.1	91.2
	2019	49	11,452	46	92.9	11,029	96.3	4	8.1	4.6	38	10,478	77.1	91.5
	2020	65	11,093	61	93.9	10,664	96.1	2	3.1	3.5	51	10,181	78.8	91.8
4	2018	76	12,675	71	93.8	12,235	96.5	17	22.5	14.1	65	11,637	86.1	91.8
	2019	60	12,118	56	94.2	11,690	96.5	5	8.4	4.9	47	11,112	78.5	91.7
	2020	51	11,323	48	94.8	10,902	96.3	5	9.8	3.4	46	10,479	90.1	92.5
5	2018	67	12,498	63	95.1	12,078	96.6	5	7.5	6.1	62	11,513	93.1	92.1
	2019	58	12,193	54	93.7	11,779	96.6	3	5.2	4.5	43	11,300	74.4	92.7
	2020	55	11,957	52	94.3	11,518	96.3	5	9.1	3.2	43	11,098	78.5	92.8
KN-5	2018	356	72,186	337	94.5	69,366	96.1	97	27.2	14.0	305	65,475	85.7	90.7
	2019	318	69,110	296	92.9	66,364	96.0	25	7.9	4.9	237	62,765	74.4	90.8
	2020	311	67,509	292	94.0	64,698	95.8	32	10.3	3.5	241	61,887	77.6	91.7



Teachers: 28

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	19	67.9
Hispanic	8	28.6
White	1	3.6
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	20	71.4
Male	8	28.6

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	8.4	75.0
2018-19	8.1	53.3
2019-20	4.5	54.5

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	7	25.0
1	3	10.7
2	1	3.6
3	0	0.0
4	1	3.6
5	0	0.0
1-3	4	14.3
More than 3	17	60.7
1 - 5	5	17.9
6 - 10	5	17.9
11 - 20	7	25.0
More than 20	4	14.3

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (13)	Beginning	4	30.8	6	46.2	11	84.6	10	76.9	6	46.2
	Intermediate	5	38.5	3	23.1	1	7.7	2	15.4	6	46.2
	Advanced	3	23.1	3	23.1	0	0.0	0	0.0	0	0.0
	Advanced High	1	7.7	1	7.7	1	7.7	1	7.7	1	7.7
2 (13)	Beginning	1	7.7	6	46.2	0	0.0	5	38.5	0	0.0
	Intermediate	6	46.2	3	23.1	0	0.0	7	53.8	0	0.0
	Advanced	4	30.8	3	23.1	0	0.0	1	7.7	0	0.0
	Advanced High	2	15.4	1	7.7	0	0.0	0	0.0	0	0.0
3 (20)	Beginning	1	5.0	7	35.0	1	100.0	10	52.6	0	0.0
	Intermediate	7	35.0	12	60.0	0	0.0	7	36.8	1	100.0
	Advanced	8	40.0	1	5.0	0	0.0	2	10.5	0	0.0
	Advanced High	4	20.0	0	0.0	0	0.0	0	0.0	0	0.0
4 (10)	Beginning	1	10.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	6	60.0	7	70.0	0	0.0	0	0.0	0	0.0
	Advanced	2	20.0	3	30.0	0	0.0	0	0.0	0	0.0
	Advanced High	1	10.0	0	0.0	0	0.0	0	0.0	0	0.0
5 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	3	37.5	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	4	50.0	0	0.0


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
12 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
19 0 (0.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	0	
10 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
8 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

**PERFORMANCE IN 2020**

Grade 2019-20  (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
<b>ALL</b>  (65)	<b>Beginning</b>	7	12.3	19	33.3	12	80.0	25	46.3	6	40.0
	<b>Intermediate</b>	24	42.1	25	43.9	1	6.7	17	31.5	7	46.7
	<b>Advanced</b>	18	31.6	11	19.3	1	6.7	7	13.0	1	6.7
	<b>Advanced High</b>	8	14.0	2	3.5	1	6.7	5	9.3	1	6.7

**PROGRESSION FROM 2019 TO 2020**

Number Rated Both Years  N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
50  1 (2.0%)	<b>Beginning</b>	0			
	<b>Intermediate</b>	0	1		
	<b>Advanced</b>	1	0	0	
	<b>Advanced High</b>	0	0	0	

 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**

36	55.4	65.7			33.3		78.9	
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**GRADE 1 READING**

25	64.2	78.5			84.0		91.2	
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**GRADE 1 READING SPANISH**

11	65.0	76.7			63.6		89.5	
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**GRADE 2 MATHEMATICS**

47	55.9	69.3	77.1		53.2	76.6	76.5	92.3
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**GRADE 2 READING**

36	59.9	73.2	80.7		58.3	88.9	72.1	91.3
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**GRADE 2 READING SPANISH**

11	67.7	75.8	79.5		63.6	81.8	75.1	92.0
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**GRADE 3 MATHEMATICS**

55	49.5	66.3	82.6		41.8	92.7	70.6	90.8
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**GRADE 3 READING**

33	54.5	72.7	83.4		66.7	97.0	62.6	88.7
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**GRADE 3 READING SPANISH**

22	49.1	69.5	72.8		54.5	72.7	57.7	88.7
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**GRADE 4 LANGUAGE ARTS**

38	54.5	67.5	79.3		50.0	86.8	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**

9	72.5	77.1	88.9		77.8	100.0	68.5	91.9
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**GRADE 4 MATHEMATICS**

47	49.2	62.8	80.4		27.7	85.1	71.7	90.4
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**GRADE 4 READING**

39	43.5	69.2	77.7		59.0	89.7	68.8	92.4
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**GRADE 4 READING SPANISH**

9	67.8	78.5	88.9		77.8	100.0	80.7	91.8
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**GRADE 5 MATHEMATICS**

43	48.5	62.3	74.6		34.9	69.8	78.3	91.9
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**GRADE 5 READING**

34	51.3	75.7	70.0		85.3	52.9	79.5	94.1
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**GRADE 5 READING SPANISH**

8	81.3	86.3	85.8		100.0	100.0	79.8	94.9
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**GRADE 5 SCIENCE**

31	59.1	63.9	77.1		29.0	83.9	76.5	95.9
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**GRADE 5 SCIENCE SPANISH**

8	70.4	76.6	93.4		75.0	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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