



School Number 232

EDNA ROWE 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	45
KN	62
1	65
2	53
3	71
4	65
5	66
ALL	427

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	139	32.6	11	36.7
American Indian/Alaska Native	4	0.9	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	262	61.4	14	46.7
White	5	1.2	4	13.3
Multiple	16	3.7	1	3.3
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	213	49.9
Economically disadvantaged	392	91.8
Limited English proficient (LEP)	188	44.0
Special education	46	10.8
Talented and Gifted (TAG)	56	13.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	68	19	27.9	1	1.5	0	0.0	46	67.6	1	1.5	1	1.5
	2019	62	21	33.9	1	1.6	0	0.0	38	61.3	1	1.6	1	1.6
	2020	45	17	37.8	0	0.0	1	2.2	25	55.6	0	0.0	2	4.4
KN	2018	62	21	33.9	0	0.0	1	1.6	40	64.5	0	0.0	0	0.0
	2019	67	20	29.9	2	3.0	0	0.0	42	62.7	2	3.0	1	1.5
	2020	62	21	33.9	1	1.6	0	0.0	37	59.7	1	1.6	2	3.2
1	2018	76	21	27.6	0	0.0	0	0.0	50	65.8	4	5.3	1	1.3
	2019	58	20	34.5	0	0.0	1	1.7	34	58.6	0	0.0	3	5.2
	2020	65	20	30.8	2	3.1	0	0.0	41	63.1	1	1.5	1	1.5
2	2018	62	20	32.3	0	0.0	0	0.0	40	64.5	1	1.6	1	1.6
	2019	66	16	24.2	0	0.0	1	1.5	46	69.7	2	3.0	1	1.5
	2020	53	20	37.7	0	0.0	0	0.0	28	52.8	0	0.0	5	9.4
3	2018	66	19	28.8	0	0.0	0	0.0	44	66.7	1	1.5	2	3.0
	2019	73	25	34.2	0	0.0	0	0.0	43	58.9	2	2.7	2	2.7
	2020	71	20	28.2	0	0.0	0	0.0	48	67.6	1	1.4	2	2.8
4	2018	79	24	30.4	0	0.0	0	0.0	51	64.6	3	3.8	1	1.3
	2019	61	13	21.3	1	1.6	0	0.0	45	73.8	2	3.3	0	0.0
	2020	65	23	35.4	0	0.0	0	0.0	38	58.5	1	1.5	3	4.6
5	2018	83	21	25.3	0	0.0	0	0.0	59	71.1	0	0.0	3	3.6
	2019	70	22	31.4	0	0.0	1	1.4	46	65.7	0	0.0	1	1.4
	2020	66	18	27.3	1	1.5	0	0.0	45	68.2	1	1.5	1	1.5
PK-5	2018	496	145	29.2	1	0.2	1	0.2	330	66.5	10	2.0	9	1.8
	2019	457	137	30.0	4	0.9	3	0.7	294	64.3	9	2.0	9	2.0
	2020	427	139	32.6	4	0.9	1	0.2	262	61.4	5	1.2	16	3.7

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	68	63	92.6	32	47.1	0	0.0	34	50.0	0	0.0	65	95.6	60.3	39.7	5.9
	2019	62	60	96.8	21	33.9	3	4.8	4	6.5	0	0.0	58	93.5	46.8	53.2	6.5
	2020	45	45	100.0	17	37.8	0	0.0	17	37.8	0	0.0	39	86.7	44.4	55.6	13.3
KN	2018	62	55	88.7	31	50.0	1	1.6	31	50.0	3	4.8	17	27.4	54.8	45.2	0.0
	2019	67	60	89.6	29	43.3	1	1.5	27	40.3	5	7.5	14	20.9	58.2	41.8	0.0
	2020	62	59	95.2	21	33.9	4	6.5	21	33.9	0	0.0	11	17.7	51.6	48.4	0.0
1	2018	76	70	92.1	38	50.0	4	5.3	42	55.3	11	14.5	13	17.1	56.6	43.4	2.6
	2019	58	47	81.0	26	44.8	3	5.2	28	48.3	7	12.1	7	12.1	50.0	50.0	0.0
	2020	65	57	87.7	29	44.6	2	3.1	29	44.6	12	18.5	6	9.2	60.0	40.0	0.0
2	2018	62	51	82.3	31	50.0	9	14.5	33	53.2	5	8.1	6	9.7	45.2	54.8	0.0
	2019	66	60	90.9	35	53.0	6	9.1	38	57.6	10	15.2	6	9.1	60.6	39.4	0.0
	2020	53	46	86.8	27	50.9	2	3.8	27	50.9	9	17.0	5	9.4	50.9	49.1	0.0
3	2018	66	60	90.9	33	50.0	9	13.6	34	51.5	13	19.7	3	4.5	57.6	42.4	0.0
	2019	73	68	93.2	30	41.1	15	20.5	36	49.3	12	16.4	6	8.2	50.7	49.3	0.0
	2020	71	65	91.5	35	49.3	14	19.7	36	50.7	8	11.3	6	8.5	57.7	42.3	1.4
4	2018	79	78	98.7	38	48.1	13	16.5	57	72.2	13	16.5	4	5.1	53.2	46.8	0.0
	2019	61	56	91.8	32	52.5	11	18.0	38	62.3	13	21.3	6	9.8	54.1	45.9	1.6
	2020	65	58	89.2	30	46.2	9	13.8	45	69.2	13	20.0	6	9.2	52.3	47.7	0.0
5	2018	83	78	94.0	37	44.6	12	14.5	65	78.3	13	15.7	4	4.8	50.6	49.4	0.0
	2019	70	65	92.9	27	38.6	14	20.0	54	77.1	12	17.1	3	4.3	54.3	45.7	0.0
	2020	66	62	93.9	29	43.9	15	22.7	38	57.6	14	21.2	2	3.0	56.1	43.9	1.5
PK-5	2018	496	455	91.7	240	48.4	48	9.7	296	59.7	58	11.7	112	22.6	54.0	46.0	1.2
	2019	457	416	91.0	200	43.8	53	11.6	225	49.2	59	12.9	100	21.9	53.6	46.4	1.1
	2020	427	392	91.8	188	44.0	46	10.8	213	49.9	56	13.1	75	17.6	53.9	46.1	1.9

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	65	11,061	61	93.2	10,520	95.1	14	21.4	17.8	52	9,830	79.6	88.9
	2019	67	10,918	64	94.4	10,370	95.0	2	3.0	5.7	59	9,637	87.7	88.3
	2020	62	10,874	60	96.4	10,319	94.9	0	0.0	3.8	56	9,815	89.8	90.3
1	2018	73	11,550	70	95.6	11,055	95.7	22	30.1	16.6	60	10,347	82.0	89.6
	2019	59	11,198	56	95.2	10,715	95.7	6	10.2	5.0	52	10,069	88.6	89.9
	2020	66	11,192	62	94.4	10,678	95.4	1	1.5	3.9	60	10,139	90.8	90.6
2	2018	62	11,864	60	95.4	11,398	96.1	9	14.4	15.9	54	10,717	86.6	90.3
	2019	72	11,232	69	96.1	10,781	96.0	6	8.4	4.8	64	10,169	89.3	90.5
	2020	53	11,070	51	95.9	10,616	95.9	1	1.9	3.2	49	10,175	92.9	91.9
3	2018	69	12,536	66	96.5	12,080	96.4	8	11.7	14.4	60	11,431	87.5	91.2
	2019	71	11,452	67	95.4	11,029	96.3	3	4.2	4.6	63	10,478	89.0	91.5
	2020	69	11,093	66	96.1	10,664	96.1	0	0.0	3.5	65	10,181	93.9	91.8
4	2018	80	12,675	77	96.2	12,235	96.5	8	9.9	14.1	74	11,637	91.9	91.8
	2019	62	12,118	59	95.7	11,690	96.5	7	11.4	4.9	57	11,112	92.6	91.7
	2020	66	11,323	63	94.8	10,902	96.3	2	3.0	3.4	60	10,479	90.4	92.5
5	2018	86	12,498	83	96.8	12,078	96.6	2	2.3	6.1	80	11,513	92.8	92.1
	2019	70	12,193	67	96.2	11,779	96.6	0	0.0	4.5	64	11,300	91.5	92.7
	2020	63	11,957	61	95.9	11,518	96.3	1	1.6	3.2	59	11,098	93.1	92.8
KN-5	2018	436	72,186	417	95.7	69,366	96.1	63	14.4	14.0	380	65,475	87.1	90.7
	2019	400	69,110	382	95.5	66,364	96.0	24	6.0	4.9	359	62,765	89.8	90.8
	2020	380	67,509	363	95.6	64,698	95.8	5	1.3	3.5	349	61,887	91.8	91.7

Teachers: 30

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	11	36.7
Hispanic	14	46.7
White	4	13.3
Multiple	1	3.3
Other	0	0.0

Gender	Number	Percentage
Female	24	80.0
Male	6	20.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.5	80.0
2018-19	7.9	84.4
2019-20	6.0	66.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	10.0
1	2	6.7
2	2	6.7
3	2	6.7
4	3	10.0
5	2	6.7
1-3	6	20.0
More than 3	21	70.0
1 - 5	11	36.7
6 - 10	4	13.3
11 - 20	9	30.0
More than 20	3	10.0

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (21)	Beginning	5	23.8	6	28.6	20	95.2	21	100.0	6	28.6
	Intermediate	1	4.8	11	52.4	1	4.8	0	0.0	15	71.4
	Advanced	15	71.4	4	19.0	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 (30)	Beginning	1	3.3	2	6.7	7	23.3	6	20.0	1	3.3
	Intermediate	1	3.3	1	3.3	13	43.3	7	23.3	8	26.7
	Advanced	9	30.0	11	36.7	8	26.7	11	36.7	13	43.3
	Advanced High	19	63.3	16	53.3	2	6.7	6	20.0	8	26.7
2 (28)	Beginning	1	3.6	8	28.6	13	46.4	5	17.9	1	3.6
	Intermediate	3	10.7	15	53.6	7	25.0	10	35.7	18	64.3
	Advanced	7	25.0	4	14.3	6	21.4	9	32.1	7	25.0
	Advanced High	17	60.7	1	3.6	2	7.1	4	14.3	2	7.1
3 (33)	Beginning	0	0.0	4	12.5	8	24.2	6	18.2	0	0.0
	Intermediate	2	6.3	23	71.9	13	39.4	16	48.5	17	53.1
	Advanced	16	50.0	4	12.5	10	30.3	8	24.2	13	40.6
	Advanced High	14	43.8	1	3.1	2	6.1	3	9.1	2	6.3
4 (31)	Beginning	6	20.0	1	3.3	3	9.7	5	16.1	3	10.0
	Intermediate	7	23.3	14	46.7	5	16.1	12	38.7	7	23.3
	Advanced	11	36.7	15	50.0	8	25.8	6	19.4	15	50.0
	Advanced High	6	20.0	0	0.0	15	48.4	8	25.8	5	16.7

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	-	-	-	
27 25 (92.6%)	Beginning	0			
	Intermediate	5	2		
	Advanced	6	7	0	
	Advanced High	2	5	0	
26 10 (38.5%)	Beginning	1			
	Intermediate	3	13		
	Advanced	3	2	2	
	Advanced High	1	1	0	
33 19 (57.6%)	Beginning	0			
	Intermediate	6	11		
	Advanced	1	10	2	
	Advanced High	0	1	1	
29 6 (20.7%)	Beginning	1			
	Intermediate	1	6		
	Advanced	0	0	15	
	Advanced High	0	0	5	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (29)	Beginning	3	10.7	0	0.0	3	10.3	0	0.0	0	0.0
	Intermediate	7	25.0	8	28.6	15	51.7	10	35.7	10	35.7
	Advanced	11	39.3	18	64.3	6	20.7	8	28.6	15	53.6
	Advanced High	7	25.0	2	7.1	5	17.2	10	35.7	3	10.7
ALL (172)	Beginning	16	9.5	21	12.4	54	31.4	43	25.1	11	6.5
	Intermediate	21	12.4	72	42.6	54	31.4	55	32.2	75	44.4
	Advanced	69	40.8	56	33.1	38	22.1	42	24.6	63	37.3
	Advanced High	63	37.3	20	11.8	26	15.1	31	18.1	20	11.8

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
29 6 (20.7%)	Beginning	0			
	Intermediate	1	9		
	Advanced	0	2	13	
	Advanced High	0	0	3	
144 66 (45.8%)	Beginning	2			
	Intermediate	16	41		
	Advanced	10	21	32	
	Advanced High	3	7	9	

 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

64	70.9	77.6			79.7		78.9	
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GRADE 1 READING

27	74.6	84.8			92.6		91.2	
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GRADE 1 READING SPANISH

37	81.9	87.9			91.9		89.5	
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GRADE 2 MATHEMATICS

50	73.0	81.2	84.5		80.0	98.0	76.5	92.3
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GRADE 2 READING

25	62.4	74.9	78.2		60.0	96.0	72.1	91.3
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GRADE 2 READING SPANISH

25	70.6	78.0	88.6		68.0	100.0	75.1	92.0
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GRADE 3 MATHEMATICS

57	60.9	74.0	80.8		66.7	94.7	70.6	90.8
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GRADE 3 READING

44	45.0	67.0	79.2		43.2	81.8	62.6	88.7
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GRADE 3 READING SPANISH

13	42.3	65.4	81.2		38.5	100.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

37	66.1	75.8	87.4		78.4	100.0	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

18	69.6	74.7	80.3		61.1	94.4	68.5	91.9
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GRADE 4 MATHEMATICS

55	63.6	73.4	79.8		65.5	83.6	71.7	90.4
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GRADE 4 READING

38	49.9	72.7	81.4		60.5	97.4	68.8	92.4
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GRADE 4 READING SPANISH

17	69.7	79.8	80.3		82.4	94.1	80.7	91.8
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GRADE 5 MATHEMATICS

57	77.0	83.2	84.1		78.9	98.2	78.3	91.9
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GRADE 5 READING

40	51.0	75.5	82.2		72.5	100.0	79.5	94.1
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GRADE 5 READING SPANISH

17	74.6	81.4	81.3		94.1	100.0	79.8	94.9
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GRADE 5 SCIENCE

45	69.8	73.3	83.3		64.4	91.1	76.5	95.9
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GRADE 5 SCIENCE SPANISH

12	77.5	82.2	76.2		83.3	75.0	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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