The information in this packet is based on data from the 2007-08 school year.
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This edition of the 2007-08 Special Reports on Student Achievement is the standard issue and corresponds to Data Packets published in previous years. All 2008 summaries are for students enrolled at a campus during the 2007-08 school year.

2007-08 SCHOOL SUMMARY
• Student percentages are computed as the percentage of total student enrollment.
• More detailed information is available in ENROLLMENT and TEACHER reports.
• “Economically disadvantaged” students are those receiving free or reduced-price lunches.
• Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT
• Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
• “Economically disadvantaged” students are those receiving free or reduced-price lunches.
• “New” students were new to the district in 2007-08. They are counted as new if they were not enrolled in a district campus before the last day of the 2006-07 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 2006-07 and 2007-08.

ATTENDANCE
• Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
• “Average daily membership” is the total number of school days students were 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 on the first day of the second six-weeks grading period and on the last day of testing.
• The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS
• Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
Notes

TAKS
- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2008, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

SCE Compliance and ITBS / ITED / Logramos
- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- Kindergarten ITBS reading results for all three years are for the Language Total subtest; all other grades' results reflect Reading Total performance. (The Reading Total summary is not available with use of the level 5R form administered to kindergarteners in 2008.) All Logramos reading summaries are for Reading Total. The number tested includes kindergarteners.
- Numbers tested in READING for 2006 and 2007 may not match those reported in campus data packets published in the last two years. Previous totals did not consistently include students in Kindergarten, though documentation included with the reports indicated otherwise.

TELPAS
- Students are counted as having tested 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's composite rating did not increase at least one level from 2007 to 2008, the TEA did not report the 2007 composite rating.
- If a student is rated as advanced high in 2008, the TEA does not differentiate between the advanced and advanced high levels from 2007.
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**All students are classified in one of the five racial/ethnic groups.

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**ARCADIA PARK (105)**
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Shaded cells indicate percentages below 70 percent, the 2008 AEIS writing minimum for an Academically Acceptable rating.
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¹ Conventions include proper use of capitalization, punctuation, and spelling.
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Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2008.
## TAKS Science (1)

**Texas Assessment of Knowledge and Skills: SCIENCE**

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**Shaded cells indicate percentages below 50 percent, the 2008 AEIS science minimum for an Academically Acceptable rating.**

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Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2008.
### Compliance

#### State Compensatory Education (SCE) Compliance for At-Risk Students

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Numbers tested in READING for 2006 and 2007 may not match those reported in campus data packets published in the last two years. Previous totals did not consistently include students in Kindergarten, though documentation included with the reports indicated otherwise.
## Iowa Tests of Basic Skills: READING TOTAL (**LANGUAGE TOTAL)

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**ARCADIA PARK (105)**

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**ARCADIA PARK (105)**
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## Texas English Language Proficiency Assessment System

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Indicates students who progressed at least one level from 2007 to 2008.