Homer Middle School
School Report Card for 2010-2011 School Year

| School: | Homer Middle School | District: Kenai Peninsula <br> School Enrollment: 217 |  |
| :---: | :---: | :---: | :---: |
| Grades: | (7-8) |  |  |
| Title I School ? | No | Title 1 Program: | No |
| Accreditation: | -- |  |  |
| A Title 1 school receives federal money in support low-achieving studens. A Schoolwide Title I Program uses the money to imporve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most. |  |  |  |
| Assessment Results for Adequate Yearly Progress | Percent of Students* Proficient or Advanced in Language Arts State Target 82.88\% | Percent of Students* Proficient or Advance in Mathematics <br> State Target 74.57\% | Percentage of All Students Tested StateTarget 95\% |
| ALL STUDENTS | 92\% | 90\% | 95\% or More |
| African American | -- | -- | -- |
| Alaska Native/American Indian | -- | -- | -- |
| Asian/Pacific I slander | -- | -- | -- |
| Caucasian | 93\% | 91\% | 95\% or More |
| Hispanic | -- | -- | -- |
| Multi-Ethnic | -- | -- | -- |
| Economically Disadvantaged | 85\% | 85\% | 95\% or More |
| Students with Disabilities** | 66\% | 56\% | 95\% or More |
| Limited English Proficiency** | -- | -- | -- |

*Assessment results reported for students enrolled in district for a full academic year(FAY)
** Proficiency results include former LEP students \& Students with Disabilities for two years to monitor academic progress for AYP determinatio

| Number of newly arrived LEP students exempted from taking the Language Arts test: |  |  |  | 0 |
| :---: | :---: | :---: | :---: | :---: |
| Adequate Yearly Progress (AYP) Status |  |  |  |  |
|  | Met AY | No | AYP Level* : | AYP Level 1 |
| Key for School I mprovemtn Levels |  |  |  |  |
| AYP Level | Status | Description | Title I schools in Level 2 or above must develop and implement a school improvement plan each year. Schools at Levels $4 \& 5$ must also develop corrective action and restructuring plans. Parents are encouraged to contact the principal or district office for information how to particpate in these planning processes. |  |
| 2 | Improvement (I) | 2nd year not meeting AYP |  |  |
| 3 | limprovement (I) | 3rd year not meeting AYP |  |  |
| 4 | Corrective Action (CA) | 4th year not meeting AYP |  |  |
| 5 | Restructuring ( R ) | 5th year not meeting AYP |  |  |
| Number of Teachers with Highest Degree: |  |  |  |  |
|  | Bachelors | Masters | Education Specialist | Doctorate |
|  | 7 | 11 | 0 | 0 |

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request.
You may also request information on whether your child is provided service by paraprofessionals, and, if so, their

| \% of Classes Taught by Highly Qualified Teachers |
| :--- |

\% of teachers in the district teaching with an Emergency Alaska Teacher Certificate is zero. Alaska does not issue emergency certificates to teachers.

School Report Card for 2010-2011 School Year

| Attendance Rate |  |
| :---: | :---: |
| Student Subgroups | Attendance Rate <br> State Target 85\% |
| All Students | $94 \%$ |
| Female | $94 \%$ |$|$| Male |
| :---: |
| African Americans |
| Alaska Native/American Indian |
| Asian/Pacific Islander |
| Caucasian |
| Hispanic |
| Multi-Ethnic |
| $95 \%$ |
| Economically Disadvantaged |


| Grades KG - 8 Retention Rate: | $0 \%$ | Number of High School Graduates: | -- |
| :--- | :---: | :--- | :---: |
| Percentage Diploma HSGQE Waiver: | -- | Number of Diploma HSGQE Waiver: | -- |
| Grades 7-12 Dropout Rate: | $0.5 \%$ | Number of Grade 7 - 12 Dropouts: | 1 |
| Enrollment Change: | $5.9 \%$ | Enrollment Change Due to Transfers: | $12.9 \%$ |
| Students Survey Return Rate: | $0 \%$ | Parents Survey Return Rate: | $0.0 \%$ |
| Students Commenting: | 0 | Parents Commenting: | 0 |
| Average Volunteer Hours Per Week: | 35 | Community Members Commenting: | 0 |
| Persistently Dangerous School: | NO | School/Business Partnerships: | 4 |

Detailed assessment and AYP results for our school district is available on the Alaska Department of Education \& Early Development website at http://www.eed.state.ak.us.
Click on "Assessments" under Quick Links.

- For assessment results at the state, district, or school level, go to:
http://www.eed.state.ak.us/tls/assessment/results.html
- For AYP information for districts and school, go to:
http://www.eed.state.ak.us/tls/assessment/accountability.html
- Individual school report cards are available from the school.
or on the district website at: http://www.kpbsd.k12.ak.us
The District Report Card is available
from the district at: 148 N Binkley, Soldotna, AK 99669
or on the district website at: http://www.kpbsd.k12.ak.us


## Homer Middle School

## Student Assessment Results for 2010－2011 School Year

All Students Tested Grades 3－10

| READI NG | \％ <br> Advanced |  |  | Proficient |  |  | \%Below |  |  | $\begin{gathered} \text { \% } \\ \text { Far Below } \end{gathered}$ |  |  | Total Tested | Percent Tested |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Subgroup | － | $\begin{aligned} & \hline \frac{U}{E} \\ & \stackrel{H}{U} \end{aligned}$ | $\begin{aligned} & \text { \#} \\ & \stackrel{0}{0} \end{aligned}$ | ［ |  | $\begin{aligned} & \mathscr{y} \\ & \stackrel{0}{0} \\ & \stackrel{0}{2} \end{aligned}$ | ［ | $\begin{aligned} & \hline \frac{U}{\Sigma} \\ & \stackrel{H}{U} \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { \# } \\ & \stackrel{0}{0} \\ & \stackrel{y}{n} \end{aligned}$ | ¢ | 烒 | $\begin{aligned} & \text { y } \\ & \stackrel{0}{0} \end{aligned}$ | ত ¢ ¢ un | O <br> O <br> ¢ | 芽 | \＃ \＃゙ $\sim$ |
| ALL STUDENTS | 60 | 44 | 35 | 33 | 44 | 44 | 6 | 9 | 15 | 1 | 2 | 6 | 204 | 99 | 98 | 98 |
| Female | 73 | 48 | 39 | 24 | 43 | 44 | 2 | 7 | 13 | 0 | 2 | 5 | 82 | 99 | 98 | 98 |
| Male | 51 | 40 | 31 | 39 | 46 | 44 | 9 | 11 | 17 | 1 | 3 | 8 | 122 | 99 | 98 | 98 |
| African Americans | $\wedge$ | 46 | 19 | $\wedge$ | 39 | 52 | $\wedge$ | 11 | 21 | $\wedge$ | 4 | 9 | 1 | 100 | 100 | 98 |
| Alaska Native／American Indian | 50 | 27 | 14 | 50 | 55 | 43 | 0 | 15 | 28 | 0 | 4 | 15 | 12 | 86 | 99 | 97 |
| Asian／Pacific Islander | 33 | 46 | 24 | 67 | 41 | 48 | 0 | 10 | 21 | 0 | 3 | 7 | 6 | 100 | 94 | 98 |
| Caucasian | 63 | 47 | 47 | 30 | 43 | 42 | 7 | 8 | 8 | 1 | 2 | 3 | 168 | 100 | 98 | 98 |
| Hispanic | 38 | 41 | 29 | 50 | 44 | 50 | 13 | 12 | 16 | 0 | 3 | 6 | 8 | 100 | 99 | 98 |
| Mixed Ethnicity | 56 | 48 | 34 | 33 | 42 | 47 | 11 | 8 | 14 | 0 | 2 | 5 | 9 | 100 | 99 | 98 |
| Low Income | 45 | 32 | 21 | 43 | 51 | 47 | 11 | 13 | 22 | 1 | 4 | 10 | 73 | 99 | 99 | 98 |
| Not Low Income | 68 | 52 | 45 | 28 | 40 | 42 | 4 | 7 | 10 | 0 | 2 | 4 | 131 | 99 | 98 | 98 |
| Students with Disabilities | 20 | 13 | 7 | 44 | 46 | 34 | 32 | 30 | 35 | 4 | 12 | 24 | 25 | 100 | 98 | 97 |
| Students without Disabilities | 65 | 49 | 39 | 32 | 44 | 45 | 3 | 6 | 12 | 0 | 1 | 4 | 179 | 99 | 99 | 98 |
| LEP students | $\wedge$ | 1 | 2 | $\wedge$ | 53 | 29 | $\wedge$ | 36 | 43 | $\wedge$ | 11 | 26 | 2 | 100 | 95 | 96 |
| Not LEP students | 60 | 45 | 39 | 33 | 44 | 46 | 6 | 9 | 12 | 1 | 2 | 4 | 202 | 99 | 99 | 98 |
| Migrant students | 67 | 37 | 20 | 33 | 52 | 45 | 0 | 11 | 24 | 0 | 0 | 11 | 12 | 100 | 99 | 98 |
| Not Migrant students | 59 | 44 | 36 | 33 | 44 | 44 | 7 | 9 | 15 | 1 | 3 | 6 | 192 | 99 | 98 | 98 |

${ }^{\wedge}$ The Results can not be published without releasing personally identifiable information

## All Students Tested Grades 3－10

| WRITING | \％ <br> Advanced |  |  | $\begin{gathered} \% \\ \text { Proficient } \end{gathered}$ |  |  | $\begin{gathered} \% \\ \text { Below } \end{gathered}$ |  |  | $\begin{gathered} \text { \% } \\ \text { Far Below } \end{gathered}$ |  |  | Total <br> Tested | Percent Tested |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Subgroup |  | $\begin{aligned} & \hline \frac{U}{E} \\ & \frac{H}{U} \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{y}{4} \\ & \stackrel{0}{n} \end{aligned}$ |  |  | $\begin{aligned} & \text { y } \\ & \stackrel{0}{0} \end{aligned}$ | $\begin{array}{\|l\|} \hline \overline{\mathrm{O}} \\ \frac{\mathrm{O}}{\mathrm{u}} \end{array}$ |  | $\begin{aligned} & \ddot{y} \\ & \stackrel{\rightharpoonup}{0} \\ & \stackrel{y}{n} \end{aligned}$ | $\begin{array}{\|l\|} \hline \overline{\mathrm{O}} \\ \overline{\mathrm{C}} \\ \hline \mathrm{u} \\ \hline \end{array}$ | $\begin{aligned} & \hline \frac{U}{E} \\ & \frac{H}{0} \\ & \hline \end{aligned}$ | $\begin{aligned} & \stackrel{y}{4} \\ & 0 \end{aligned}$ | $\begin{aligned} & \overline{\bar{o}} \\ & \stackrel{\rightharpoonup}{4} \end{aligned}$ | $\begin{aligned} & \bar{\circ} \\ & \text { 은 } \end{aligned}$ |  | \＃ |
| ALL STUDENTS | 17 | 24 | 20 | 72 | 60 | 55 | 9 | 14 | 22 | 2 | 2 | 4 | 204 | 99 | 99 | 98 |
| Female | 26 | 31 | 25 | 70 | 59 | 56 | 5 | 10 | 17 | 0 | 1 | 2 | 82 | 99 | 98 | 98 |
| Male | 12 | 18 | 15 | 74 | 62 | 53 | 12 | 18 | 26 | 3 | 3 | 6 | 122 | 99 | 99 | 98 |
| African Americans | $\wedge$ | 7 | 13 | $\wedge$ | 79 | 53 | $\wedge$ | 14 | 29 | $\wedge$ | 0 | 6 | 1 | 100 | 100 | 98 |
| Alaska Native／American Indian | 8 | 13 | 7 | 75 | 61 | 45 | 17 | 22 | 39 | 0 | 4 | 10 | 12 | 86 | 99 | 97 |
| Asian／Pacific Islander | 17 | 23 | 17 | 67 | 62 | 56 | 17 | 14 | 23 | 0 | 1 | 4 | 6 | 100 | 94 | 98 |
| Caucasian | 19 | 26 | 26 | 72 | 61 | 58 | 8 | 12 | 13 | 2 | 1 | 2 | 168 | 100 | 99 | 98 |
| Hispanic | 13 | 26 | 17 | 75 | 57 | 57 | 13 | 15 | 23 | 0 | 2 | 4 | 8 | 100 | 99 | 98 |
| Mixed Ethnicity | 11 | 32 | 21 | 67 | 51 | 55 | 22 | 17 | 21 | 0 | 1 | 3 | 9 | 100 | 98 | 98 |
| Low Income | 11 | 17 | 12 | 70 | 61 | 51 | 15 | 19 | 31 | 4 | 2 | 7 | 73 | 99 | 99 | 98 |
| Not Low Income | 21 | 29 | 26 | 73 | 60 | 57 | 6 | 10 | 15 | 0 | 1 | 3 | 131 | 99 | 99 | 98 |
| Students with Disabilities | 0 | 7 | 4 | 52 | 48 | 33 | 36 | 38 | 47 | 12 | 7 | 16 | 25 | 100 | 98 | 98 |
| Students without Disabilities | 20 | 27 | 22 | 75 | 62 | 58 | 6 | 10 | 18 | 0 | 1 | 3 | 179 | 99 | 99 | 98 |
| LEP students | ＾ | 1 | 1 | $\wedge$ | 49 | 28 | $\wedge$ | 47 | 55 | $\wedge$ | 3 | 16 | 2 | 100 | 95 | 96 |
| Not LEP students | 17 | 25 | 22 | 72 | 60 | 58 | 9 | 13 | 18 | 2 | 2 | 3 | 202 | 99 | 99 | 98 |
| Migrant students | 25 | 17 | 10 | 67 | 65 | 51 | 8 | 18 | 32 | 0 | 0 | 7 | 12 | 100 | 100 | 98 |
| Not Migrant students | 17 | 25 | 20 | 72 | 60 | 55 | 9 | 14 | 21 | 2 | 2 | 4 | 192 | 99 | 98 | 98 |

[^0]Homer Middle School
Student Assessment Results for 2010－2011 School Year

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
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\hline ALL STUDENTS \& 56 \& 39 \& 31 \& 34 \& 41 \& 37 \& 8 \& 13 \& 16 \& 2 \& 7 \& 15 \& 204 \& 99 \& 98 \& 98 <br>
\hline Female \& 61 \& 38 \& 32 \& 35 \& 42 \& 38 \& 2 \& 12 \& 17 \& 1 \& 7 \& 14 \& 82 \& 99 \& 98 \& 98 <br>
\hline Male \& 53 \& 39 \& 31 \& 33 \& 39 \& 36 \& 12 \& 14 \& 16 \& 3 \& 8 \& 16 \& 122 \& 99 \& 98 \& 98 <br>
\hline African Americans \& $\wedge$ \& 21 \& 18 \& $\wedge$ \& 54 \& 36 \& $\wedge$ \& 14 \& 21 \& $\wedge$ \& 11 \& 25 \& 1 \& 100 \& 100 \& 98 <br>
\hline Alaska Native／American Indian \& 67 \& 25 \& 15 \& 17 \& 47 \& 35 \& 17 \& 16 \& 23 \& 0 \& 13 \& 28 \& 12 \& 86 \& 99 \& 97 <br>
\hline Asian／Pacific Islander \& 33 \& 40 \& 30 \& 33 \& 39 \& 38 \& 33 \& 12 \& 18 \& 0 \& 8 \& 15 \& 6 \& 100 \& 95 \& 99 <br>
\hline Caucasian \& 57 \& 41 \& 40 \& 34 \& 40 \& 38 \& 7 \& 13 \& 13 \& 2 \& 6 \& 9 \& 168 \& 100 \& 98 \& 98 <br>
\hline Hispanic \& 38 \& 32 \& 27 \& 50 \& 45 \& 39 \& 13 \& 12 \& 18 \& 0 \& 10 \& 17 \& 8 \& 100 \& 99 \& 98 <br>
\hline Mixed Ethnicity \& 67 \& 45 \& 32 \& 33 \& 34 \& 38 \& 0 \& 13 \& 17 \& 0 \& 8 \& 14 \& 9 \& 100 \& 98 \& 98 <br>
\hline Low Income \& 47 \& 31 \& 21 \& 37 \& 42 \& 37 \& 11 \& 16 \& 21 \& 6 \& 10 \& 22 \& 73 \& 99 \& 99 \& 98 <br>
\hline Not Low Income \& 62 \& 44 \& 40 \& 32 \& 40 \& 38 \& 6 \& 11 \& 13 \& 0 \& 5 \& 9 \& 131 \& 99 \& 98 \& 98 <br>
\hline Students with Disabilities \& 20 \& 14 \& 8 \& 32 \& 37 \& 25 \& 40 \& 26 \& 24 \& 8 \& 23 \& 43 \& 25 \& 100 \& 98 \& 97 <br>
\hline Students without Disabilities \& 62 \& 43 \& 35 \& 34 \& 42 \& 39 \& 3 \& 11 \& 15 \& 1 \& 5 \& 11 \& 179 \& 99 \& 98 \& 98 <br>
\hline LEP students \& ＾ \& 9 \& 4 \& $\wedge$ \& 38 \& 25 \& $\wedge$ \& 28 \& 27 \& $\wedge$ \& 26 \& 45 \& 2 \& 100 \& 100 \& 97 <br>
\hline Not LEP students \& 56 \& 39 \& 35 \& 34 \& 41 \& 39 \& 7 \& 13 \& 15 \& 2 \& 7 \& 11 \& 202 \& 99 \& 98 \& 98 <br>
\hline Migrant students \& 83 \& 42 \& 21 \& 8 \& 43 \& 37 \& 8 \& 11 \& 20 \& 0 \& 4 \& 22 \& 12 \& 100 \& 100 \& 98 <br>
\hline Not Migrant students \& 55 \& 39 \& 32 \& 35 \& 41 \& 37 \& 8 \& 13 \& 16 \& 2 \& 8 \& 14 \& 192 \& 99 \& 98 \& 98 <br>
\hline
\end{tabular}

${ }^{\wedge}$ The Results can not be published without releasing personally identifiable information

All Students Tested Grades 4，8，\＆ 10

| SCI ENCE | \％ <br> Advanced |  |  | $\begin{gathered} \% \\ \text { Proficient } \end{gathered}$ |  |  | $\begin{gathered} \text { \% } \\ \text { Below } \end{gathered}$ |  |  | $\begin{gathered} \% \\ \text { Far Below } \end{gathered}$ |  |  | Total Tested | Percent Tested |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Subgroup | O O ¢ Un | $\begin{aligned} & \frac{U}{2} \\ & \frac{H}{n} \end{aligned}$ | $\begin{aligned} & \stackrel{y}{0} \\ & \stackrel{\rightharpoonup}{0} \end{aligned}$ | ¢ | $\begin{aligned} & \frac{U}{E} \\ & \frac{H}{V} \end{aligned}$ | $\begin{aligned} & \underset{\#}{\#} \\ & \stackrel{\rightharpoonup}{*} \end{aligned}$ |  | U <br> H <br> H | $\begin{aligned} & \# \\ & \stackrel{\#}{0} \\ & \dot{N} \end{aligned}$ | O ¢ ¢ U | $\begin{aligned} & \stackrel{U}{t} \\ & \frac{H}{n} \\ & \end{aligned}$ | $\begin{aligned} & \text { \# } \\ & \text { in } \end{aligned}$ | O O ¢ | － | U \＃ ¢ | \＃ \＃゙ ஸ゙ |
| ALL STUDENTS | 52 | 35 | 26 | 33 | 35 | 30 | 9 | 20 | 24 | 6 | 10 | 20 | 110 | 96 | 91 | 95 |
| Female | 58 | 31 | 24 | 30 | 38 | 31 | 10 | 22 | 26 | 3 | 10 | 20 | 40 | 93 | 91 | 95 |
| Male | 49 | 38 | 29 | 34 | 32 | 30 | 9 | 20 | 22 | 9 | 10 | 19 | 70 | 99 | 91 | 95 |
| African Americans | $\wedge$ | 17 | 10 | $\wedge$ | 50 | 27 | ＾ | 17 | 33 | $\wedge$ | 17 | 31 | 1 | 100 | 80 | 94 |
| Alaska Native／American Indian | $\wedge$ | 24 | 10 | $\wedge$ | 29 | 21 | $\wedge$ | 31 | 30 | $\wedge$ | 15 | 40 | 4 | 67 | 90 | 94 |
| Asian／Pacific Islander | $\wedge$ | 36 | 17 | $\wedge$ | 49 | 27 | $\wedge$ | 5 | 29 | $\wedge$ | 10 | 27 | 4 | 100 | 87 | 97 |
| Caucasian | 54 | 37 | 37 | 31 | 35 | 34 | 10 | 19 | 19 | 5 | 9 | 10 | 93 | 99 | 91 | 94 |
| Hispanic | $\wedge$ | 25 | 19 | $\wedge$ | 33 | 31 | $\wedge$ | 31 | 28 | $\wedge$ | 11 | 22 | 4 | 100 | 94 | 96 |
| Mixed Ethnicity | $\wedge$ | 32 | 25 | $\wedge$ | 41 | 32 | $\wedge$ | 17 | 28 | $\wedge$ | 10 | 16 | 4 | 80 | 91 | 95 |
| Low Income | 37 | 24 | 14 | 40 | 34 | 25 | 13 | 27 | 30 | 11 | 15 | 30 | 38 | 95 | 91 | 94 |
| Not Low Income | 60 | 42 | 35 | 29 | 36 | 34 | 7 | 16 | 19 | 4 | 7 | 12 | 72 | 97 | 91 | 95 |
| Students with Disabilities | 22 | 10 | 7 | 11 | 25 | 18 | 33 | 35 | 28 | 33 | 30 | 47 | 9 | 90 | 92 | 94 |
| Students without Disabilities | 55 | 39 | 29 | 35 | 36 | 32 | 7 | 18 | 23 | 4 | 7 | 16 | 101 | 97 | 91 | 95 |
| LEP students | ＾ | 0 | 1 | $\wedge$ | 11 | 7 | $\wedge$ | 52 | 27 | $\wedge$ | 37 | 65 | 1 | 100 | 90 | 95 |
| Not LEP students | 52 | 35 | 30 | 33 | 35 | 33 | 9 | 20 | 24 | 6 | 10 | 14 | 109 | 96 | 91 | 95 |
| Migrant students | 86 | 23 | 14 | 14 | 29 | 24 | 0 | 36 | 30 | 0 | 12 | 32 | 7 | 100 | 96 | 95 |
| Not Migrant students | 50 | 36 | 27 | 34 | 35 | 31 | 10 | 20 | 24 | 7 | 10 | 19 | 103 | 96 | 90 | 95 |

${ }^{\wedge}$ The Results can not be published without releasing personally identifiable information


| Terra Nova - Reading |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Top Quarter | Third Quarter | Second Quarter | Bottom Quarter |
|  | 76\%-99\% | 51\% - 75\% | 26\% - 50\% | 1\%-25\% |
| 5 | -- | -- | -- | -- |
| 7 | 43.8 | 37.1 | 11.2 | 7.9 |


| Terra Nova - Language |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
| Grades | Top Quarter | Third Quarter | Second <br> Quarter | Bottom <br> Quarter |
| $\mathbf{7 6 \% - 9 9 \%}$ | $\mathbf{5 1 \% - 7 5 \%}$ | $\mathbf{2 6 \% - 5 0 \%}$ | $\mathbf{1 \% - 2 5 \%}$ |  |
| 7 | -- | -- | -- | -- |
|  | 43.8 | 32.6 | 14.6 | 9 |


| Terra Nova - Mathematics |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Top Quarter | Third Quarter | Second Quarter | Bottom <br> Quarter |
|  | 76\% - 99\% | 51\%-75\% | 26\%-50\% | 1\%-25\% |
| 5 | -- | -- | -- | -- |
| 7 | 56.8 | 27.3 | 11.4 | 4.5 |


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