

Student expectation: Students demonstrate proficiency and understanding of a rigorous core curriculum

Context

The goal of *No Child Left Behind (NCLB)* was to create the best educational environment for children and to ensure that they have every opportunity to succeed. Legislation started in 1965 with authorization of the Elementary and Secondary Education Act. It was re-authorized by Congress in 1994 and referred to as “Improving America’s Schools” Act. Re-authorization occurred again January 8, 2002 as *No Child Left Behind (NCLB)* Act. Currently Congress is in the process of re-authorizing the act again.

Federal Perspective: The goals of *No Child Left Behind*:

- All students will be proficient in mathematics and reading.
- All students will come to school (95 percent average daily attendance).
- All students will graduate from high school.
- All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- All students will be taught by highly qualified teachers.

The law requires each state to determine ways to measure student achievement and to determine the measurement that is considered 'proficient.' All students enrolled in a school district must be tested. All schools and districts are accountable for reaching the **Adequate Yearly Progress (AYP)** goals established by the state formula and sanctions may be applied for those not meeting them.

The Iowa Perspective

The Iowa Department of Education has set the following guidelines for every school in the state:

- *The Iowa Assessments* is the standardized test used to measure academic achievement.
- All students in grades 3-8 and 11 must participate in testing in reading, mathematics, and science.
- In previous years individual proficiency was defined as an individual scoring at or above the 41st percentile rank on the reading or mathematics tests. With the new Iowa Assessments in the 2011-12 school year, a standard score for each grade and content area is used to determine proficiency.
 - With this change in assessments in the 2011-12 school year, the state only has two years of comparative data.
- Adequate Yearly Progress (AYP) is defined as a group, school, or district meeting goals set by the Iowa Department of Education for percent of students proficient in reading and mathematics for the specified year.

AYP goals are set for each grade and content area of reading and mathematics as follows:

DE Target Goals for the Years 2013 and 2014

Reading – Target Goals of Percent Proficient

	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 11
2013	93.5	94.0	94.1	92.4	92.9	93.3	94.8
2014	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Mathematics – Target Goals of Percent Proficient

	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr.7	Gr. 8	Gr. 11
2013	93.5	93.7	94.2	93.2	93.0	93.0	94.8
2014	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- Full academic year (FAY) students are those who have attended the district or the school continuously since the previous year’s district testing date. Only scores of FAY students are used to calculate the percent proficient of a group, school, or district.
- NCLB requires proficiency percentages be calculated for all groups of 30 or more students of the following groups:
 - English language learners
 - Students receiving special education services
 - Students who meet low income guidelines of free/reduced price lunch
 - Students in each of these racial/ethnic groups: African American, Asian, Hispanic/Latino, Native American, White, Pacific Islander, and Multi-racial

School and District AYP Status

If the percent of students who are proficient in all viable subgroups meets or exceeds the target Adequate Yearly Target (AYP) goals, that school has met AYP. If the percent does not meet the target goal, then additional steps are taken to see if the school has met AYP.

The additional steps reviewed are:

1. **Safe Harbor:** The percent proficient is compared against the previous year to see if the number of non-proficient has been reduced by 10 percent. If so, AYP is met.
2. **Biennium check:** Two years are averaged together. If the goal is met, AYP is met.
3. **Triennium check:** Three years are averaged together. If the goal is met, AYP is met.
4. **Elementary and Middle Schools Growth Model** –Standard scores of students in grades 4-8 which are below proficiency are divided into three levels. If a student has increased a level from the preceding year, then the student is deemed to be proficient by growth model and added to the percent proficient for the group. If the subgroup then meets the target goal, AYP is met.

Identification of a School in Need of Assistance (SINA)

If a school fails to meet the following it will be identified as a school in need of assistance (SINA):

- Proficient targets for two consecutive years in the same content area.
- 95 percent participation in testing for two consecutive years in the same content area.

Other academic indicators which must be met are:

- **Graduation Goal: 87.0 percent or 2 percent increase from previous year** for high schools.
- **Attendance Goal: State average (typically 96.0 percent) or increase from previous year** for elementary and middle schools.

If a school meets Adequate Yearly Progress (AYP) while on the SINA list, they will be classified as Delay status for one year. If AYP is met again the next year, the school is removed from the list. Otherwise, SINA status resumes at the next level.

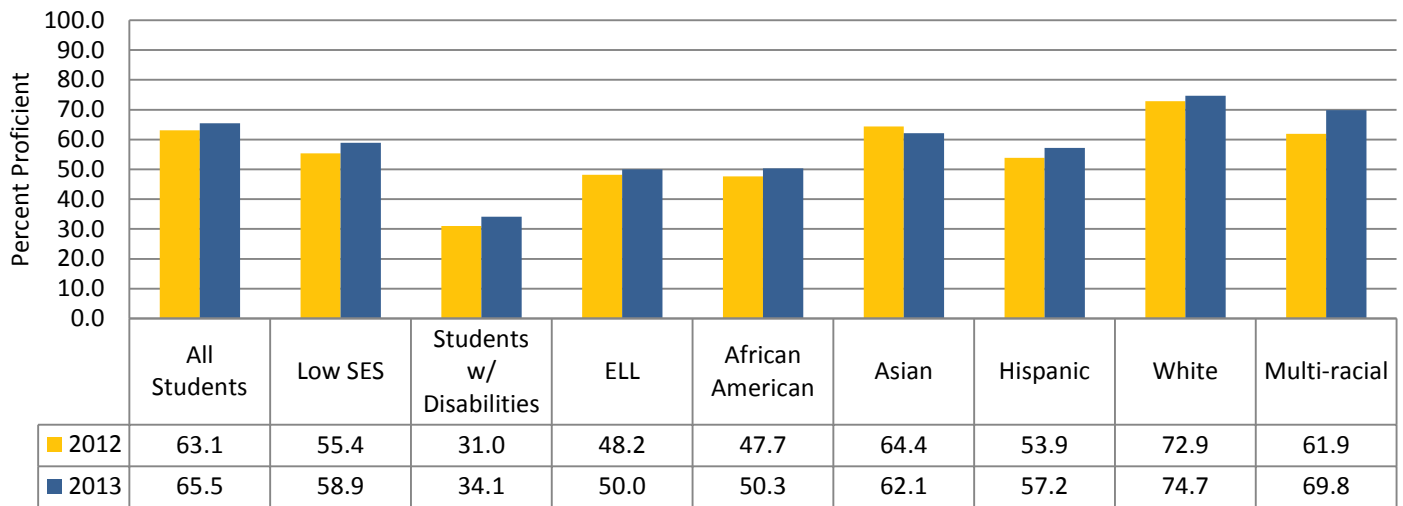


Students demonstrate proficiency in reading, writing, speaking and listening

READING

Des Moines Public Schools Full Academic Year (FAY) Percent Proficient: 2012 and 2013

Reading: Grades 3-5

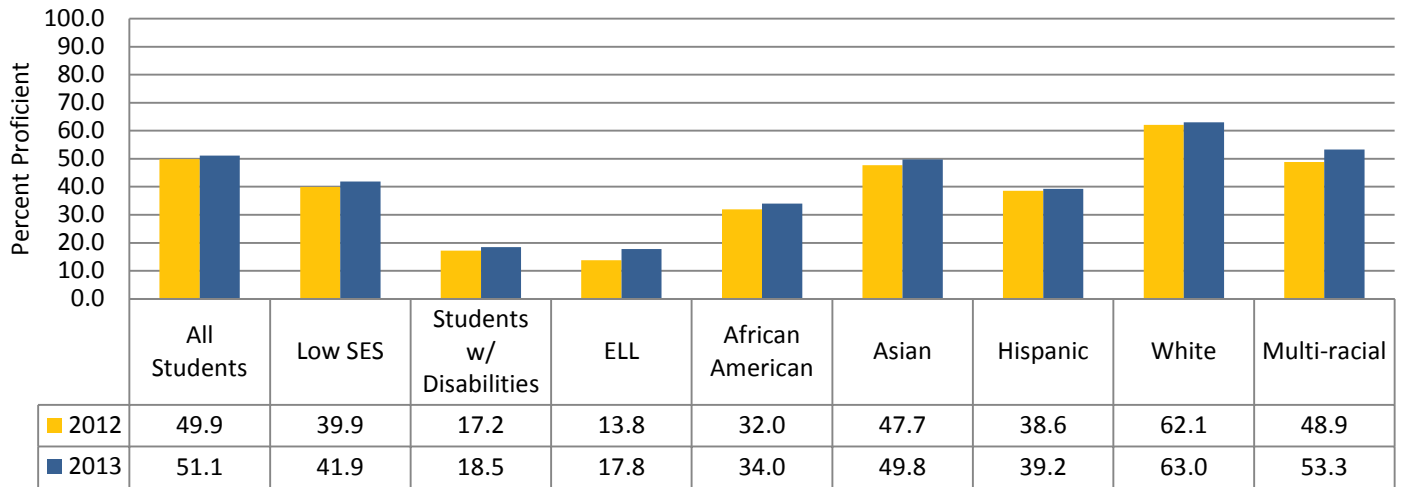


Data includes students taking the alternate assessment and students making growth



Elementary grade levels experienced an overall 2.4 percent increase in reading proficiency rate from spring 2012 to spring 2013. All subgroups, with the exception of Asian, increased in elementary reading proficiency. Multi-racial students demonstrated the largest increase, increasing by 7.9 percent.

Reading: Grades 6-8

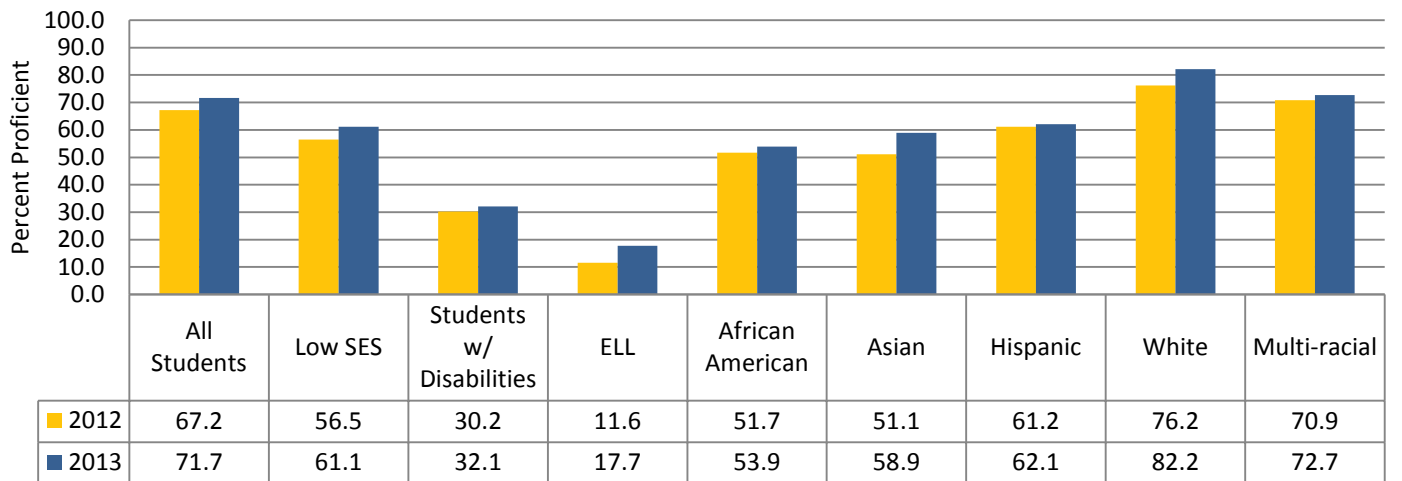


Data includes students taking the alternate assessment and students making growth



Middle school grade levels experienced an overall 1.2 percent increase in reading proficiency rate from spring 2012 to spring 2013. All subgroups increased in middle school reading proficiency. English language learners demonstrated the largest increase, increasing by 3.0 percent.

Reading: Grade 11



Data includes students taking the alternate assessment and students making growth



Eleventh grade experienced an overall 4.5 percent increase in reading proficiency rate from spring 2012 to spring 2013. All subgroups increased in 11th grade reading proficiency. Asian students demonstrated the largest increase, increasing by 7.8 percent.

2013 Proficiency Targets and District Performance

The table below articulates state proficiency targets for 2013 in reading and district performance in reading by grade level. The top line of the table indicates the minimum standard score a student must earn on the reading Iowa Assessment to be classified as proficient. The proficiency targets are the minimum percentage of students in each grade level who must be proficient for the district/school to make Iowa's Adequate Yearly Progress (AYP) in reading outright. Rows below the targets display the district's performance in terms of percent proficient in reading by grade and subgroup.

Reading

		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Proficiency Standard Score Cut Point		175	189	202	213	226	239	263
Proficiency Target		93.5%	94.0%	94.1%	92.4%	92.9%	93.3%	94.8%
Subgroup	All Students	62.1%	69.7%	64.9%	50.2%	54.1%	48.9%	71.7%
	Low SES	55.2%	64.2%	57.7%	41.0%	44.7%	39.9%	61.1%
	Students with Disabilities	27.0%	41.0%	33.8%	21.2%	16.3%	17.8%	32.1%
	ELL	43.3%	58.7%	49.0%	21.2%	17.6%	12.0%	17.6%
	African American	46.6%	55.2%	49.3%	35.2%	36.3%	30.4%	53.8%
	Asian	59.1%	67.1%	60.4%	51.6%	53.9%	43.0%	58.9%
	Hispanic	51.8%	64.1%	58.3%	35.5%	44.2%	38.5%	62.1%
	White	72.4%	76.8%	74.9%	61.9%	64.3%	62.8%	82.2%
Multi-racial	71.1%	77.0%	62.4%	55.8%	62.0%	41.7%	72.6%	

Data includes FAY students taking the alternate assessment and students making growth

Des Moines Public Schools continues to see lower proficiency rates in reading at the middle school grade levels than elementary and high school grades. (This difference also exists in Iowa's state-wide data.) DMPS's lowest performing subgroups in reading are students with disabilities and English language learners. The lowest performing racial/ethnic group at DMPS is African American. Almost 20 percent of African American students at DMPS are also English language learners. The performance of racial/ethnic groups varies by English language learner status. The table below describes the proficiency rates of minority students disaggregated by English language learner status.

Percentage of Race/Ethnicity Groups that are ELL

	African American	Asian	Hispanic	White
Grade 3-5	24.0%	65.0%	60.6%	1.5%
Grades 6-8	14.4%	42.0%	30.7%	0.8%
Grade 9-11	11.6%	36.6%	16.3%	0.5%

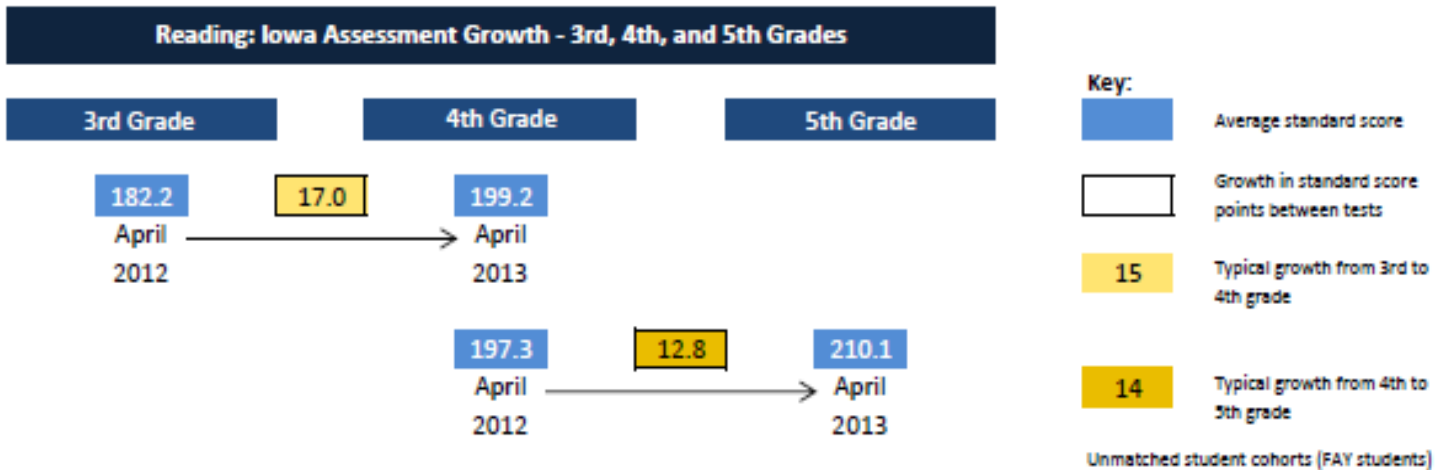
Percent Proficient in Reading by Race/Ethnicity and ELL

	African American		Asian		Hispanic	
	Not ELL	ELL	Not ELL	ELL	Not ELL	ELL
Grade 3	47.4%	38.8%	88.0%	46.0%	66.4%	41.8%
Grade 8	31.4%	9.5%	57.3%	4.4%	43.9%	10.5%
Grade 11	57.9%	22.6%	90.9%	11.5%	70.0%	20.4%

Data includes FAY students only

Measuring Growth in Addition to Proficiency

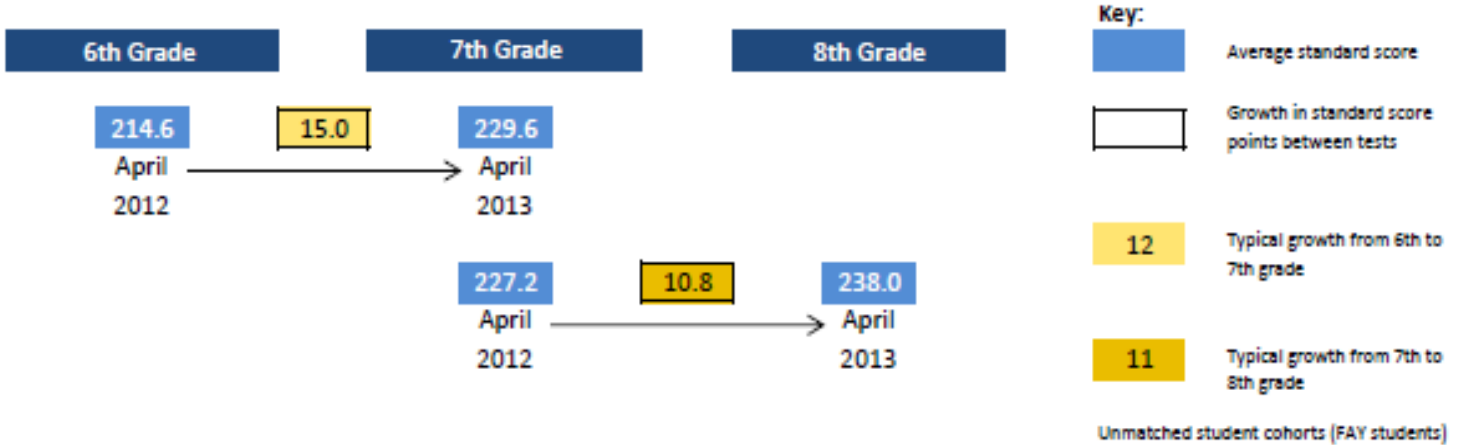
Iowa Assessments allow growth to be measured by using vertically scaled (or articulated) scores, called standard scores. These scores plot out all students, regardless of grade level, on a continuum of student achievement. Standard scores describe a student's location on an achievement continuum. Using standard scores, we can understand the progress students make from year to year.



The 2013 cohort of 4th grade students grew 17.0 standard score points on the reading Iowa Assessment from 3rd grade, increasing from a class average of 182.2 as 3rd graders in the spring of 2012 to a class average of 199.2 as 4th graders in the spring of 2013. This gain of 17.0 standard score points in reading from 3rd to 4th grade exceeds typical growth of 15 standard score points on the Iowa Assessments reading test by 2.0 points.

The 2013 cohort of 5th grade students grew 12.8 standard score points on the reading Iowa Assessment from 4th grade, increasing from a class average of 197.3 as 4th graders in the spring of 2012 to a class average of 210.1 as 5th graders in the spring of 2013. This gain of 12.8 standard score points in reading from 4th to 5th grade fell short of typical growth of 14 standard score points on the Iowa Assessments reading test by 1.2 points.

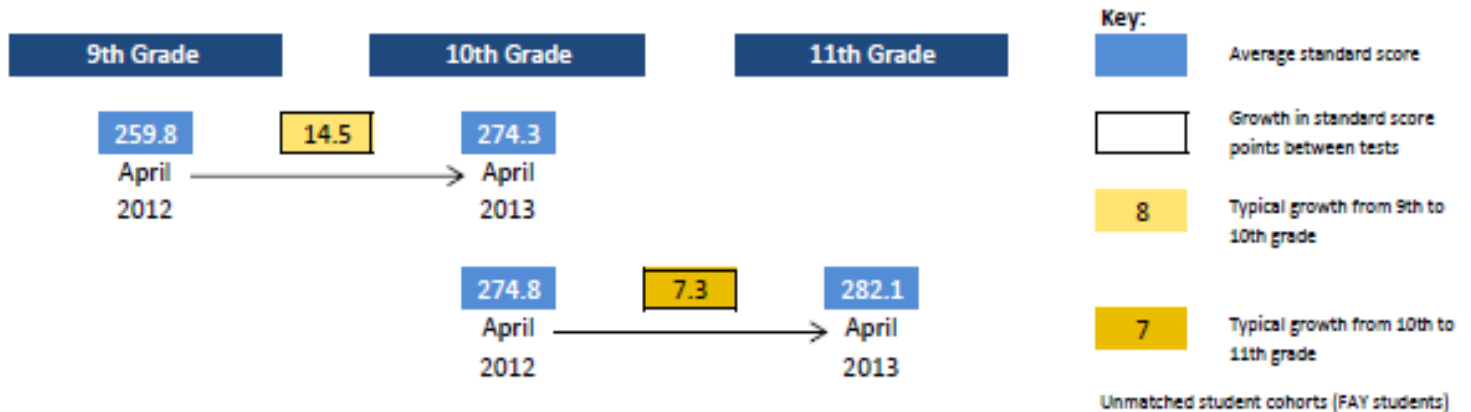
Reading: Iowa Assessment Growth - 6th, 7th, and 8th Grades



The 2013 cohort of 7th grade students grew 15.0 standard score points on the reading Iowa Assessment from 6th grade, increasing from a class average of 214.6 as 6th graders in the spring of 2012 to a class average of 229.6 as 7th graders in the spring of 2013. This gain of 15.0 standard score points in reading from 6th to 7th grade exceeds typical growth of 12 standard score points on the Iowa Assessments reading test by 3.0 points.

The 2013 cohort of 8th grade students grew 10.8 standard score points on the reading Iowa Assessment from 7th grade, increasing from a class average of 227.2 as 7th graders in the spring of 2012 to a class average of 238.0 as 8th graders in the spring of 2013. This gain of 10.8 standard score points in reading from 7th to 8th grade fell short of typical growth of 11 standard score points on the Iowa Assessments reading test by 0.2 point.

Reading: Iowa Assessment Growth - 9th, 10th, and 11th Grades



The 2013 cohort of 10th grade students grew 14.5 standard score points on the reading Iowa Assessment from 9th grade, increasing from a class average of 259.8 as 9th graders in the spring of 2012 to a class average of 274.3 as 10th graders in the spring of 2013. This gain of 14.5 standard score points in reading from 9th to 10th grade exceeds typical growth of 8 standard score points on the Iowa Assessments reading test by 6.5 points.

The 2013 cohort of 11th grade students grew 7.3 standard score points on the reading Iowa Assessment from 10th grade, increasing from a class average of 274.8 as 10th graders in the spring of 2012 to a class average of 282.1 as 11th graders in the spring of 2013. This gain of 7.3 standard score points in reading from 10th to 11th grade exceeds typical growth of 7 standard score points on the Iowa Assessments reading test by 0.3 point.

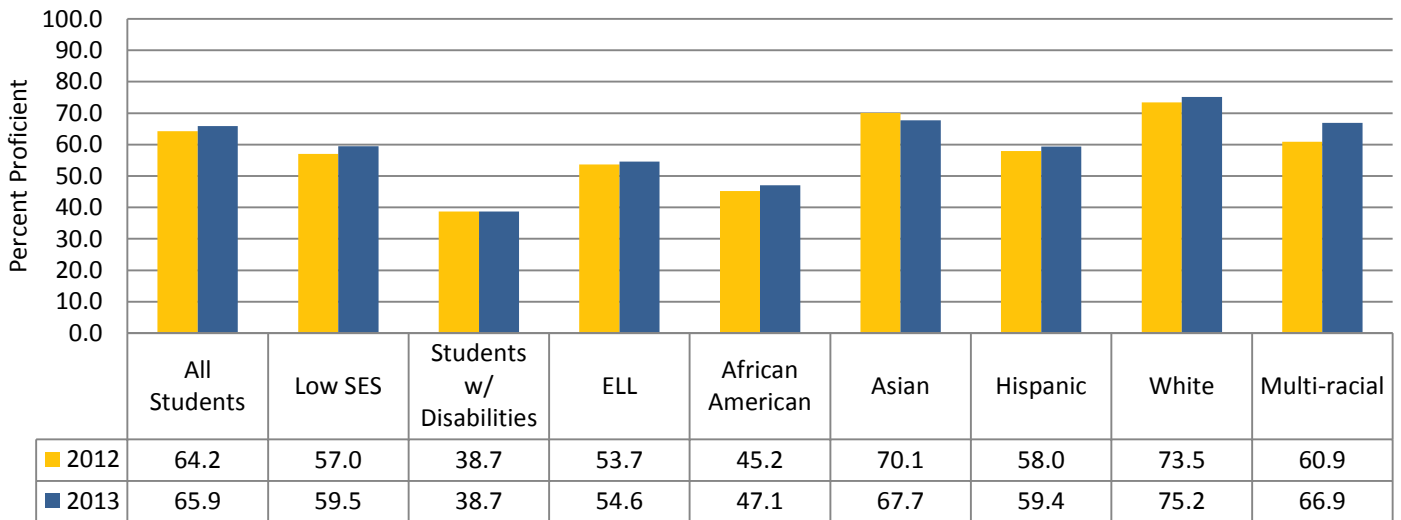


Graduates demonstrate proficiency in mathematics, including Algebra and Geometry

MATHEMATICS

Des Moines Public Schools Full Academic Year (FAY) Percent Proficient: 2012 and 2013

Mathematics: Grades 3-5

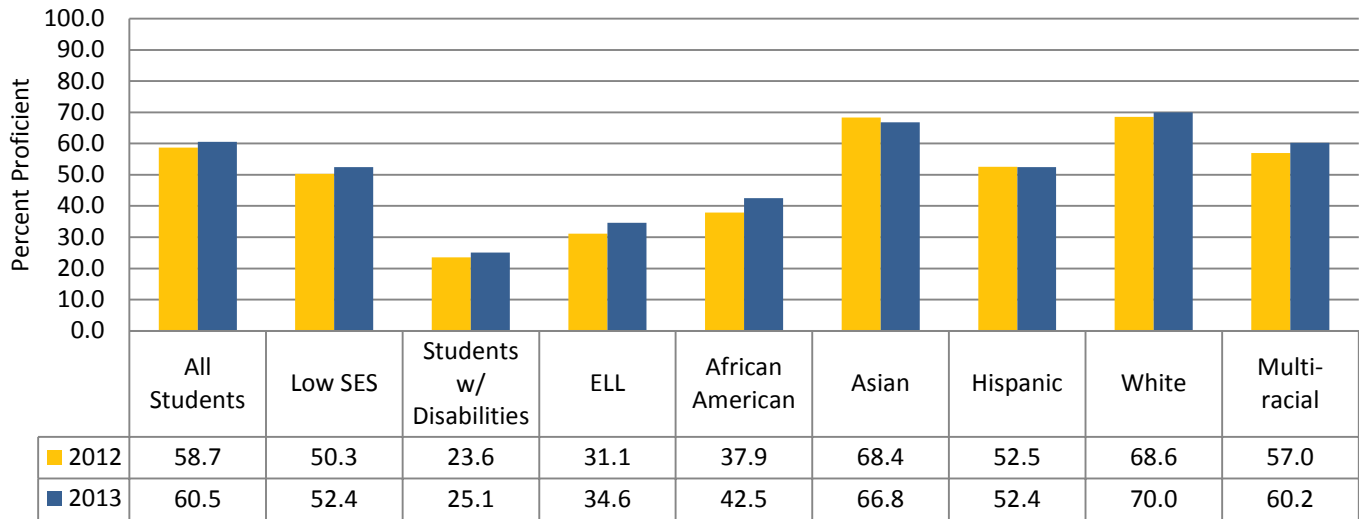


Data includes students taking the alternate assessment and students making growth



Elementary grade levels experienced an overall 1.7 percent increase in mathematics proficiency rate from spring 2012 to spring 2013. All subgroups, with the exception of students with disabilities and Asians, increased in elementary mathematics proficiency. Multi-racial students demonstrated the largest increase, increasing by 6.0 percent.

Mathematics: Grades 6-8

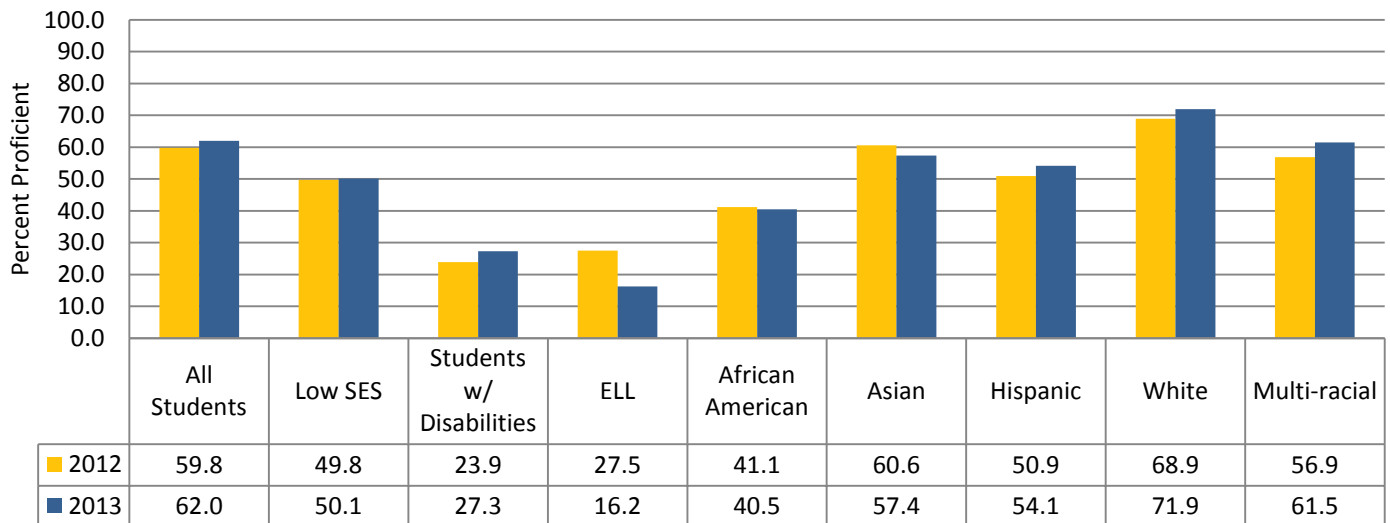


Data includes students taking the alternate assessment and students making growth



Middle school grade levels experienced an overall 1.8 percent increase in mathematics proficiency rate from spring 2012 to spring 2013. All subgroups, with the exception of Asian and Hispanic, increased in middle school mathematics proficiency. African American students demonstrated the largest increase, increasing by 4.6 percent.

Mathematics: Grade 11



Data includes students taking the alternate assessment and students making growth



Eleventh grade experienced an overall 2.2 percent increase in mathematics proficiency rate from spring 2012 to spring 2013. All subgroups except English language learners, African Americans, and Asians increased in 11th grade mathematics proficiency. Multi-racial students demonstrated the largest increase, increasing by 4.6 percent.

2013 Proficiency Targets and District Performance

The table below articulates state proficiency targets for 2013 in mathematics and district performance in mathematics by grade level. The top line of the table indicates the minimum standard score student must earn in on the mathematics Iowa Assessment to be classified as proficient. The proficiency targets are the minimum percentage of students in each grade level who must be proficient for the district/school to make Iowa’s Adequate Yearly Progress (AYP) in mathematics outright. Rows below the targets display the district’s performance in terms of percent proficient in mathematics by grade and subgroup.

Mathematics

		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Proficiency Standard Score Cut Point		177	189	200	212	222	236	263
Proficiency Target		93.5%	93.7%	94.2%	93.2%	93.0%	93.0%	94.8%
Subgroup	All Students	63.5%	67.6%	66.7%	56.7%	64.4%	60.2%	62.0%
	Low SES	57.0%	61.4%	60.3%	49.0%	56.8%	51.6%	50.1%
	Students with Disabilities	36.3%	39.3%	40.3%	25.5%	25.0%	24.6%	27.3%
	ELL	51.4%	57.8%	55.1%	34.8%	35.7%	32.6%	16.2%
	African American	44.7%	48.4%	48.2%	42.1%	46.1%	39.3%	40.5%
	Asian	61.6%	71.3%	71.2%	61.4%	68.8%	71.1%	57.4%
	Hispanic	57.4%	62.7%	59.8%	47.1%	57.8%	52.7%	54.3%
	White	73.2%	76.3%	76.2%	65.4%	73.5%	71.2%	71.9%
	Multi-racial	68.1%	65.9%	66.4%	59.2%	67.4%	53.8%	61.5%

Data includes students taking the alternate assessment and students making growth

Des Moines Public Schools continues to see lower proficiency rates in mathematics at the middle school grade levels than elementary and high school grades. (This difference also exists in Iowa’s state-wide data.) DMPS’s lowest performing subgroups in mathematics are students with disabilities, English language learners, and African American. Almost 20 percent of African American students at DMPS are also English language learners. The performance of racial/ethnic groups varies by English language learner status. The table below describes the proficiency rates of minority students disaggregated by English language learner status.

Percentage of Race/Ethnicity Groups that are ELL

	African American	Asian	Hispanic	White
Grade 3-5	24.0%	65.0%	60.6%	1.5%
Grades 6-8	14.4%	42.0%	30.7%	0.8%
Grade 9-11	11.6%	36.6%	16.3%	0.5%

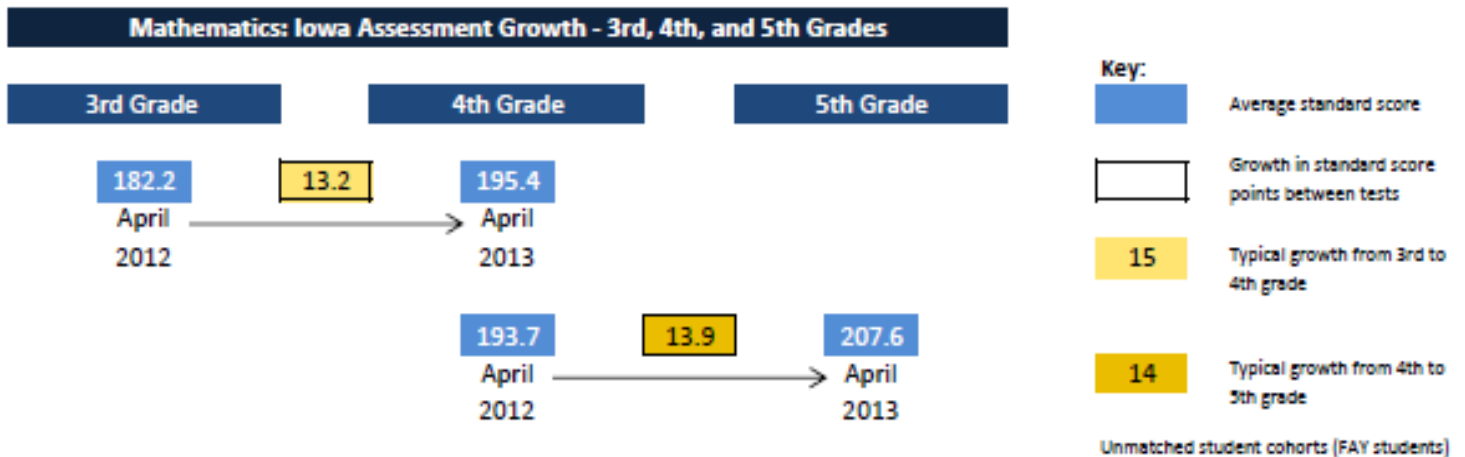
Percent Proficient in Mathematics by Race/Ethnicity and ELL

	African American		Asian		Hispanic	
	Not ELL	Not ELL	Not ELL	ELL	Not ELL	ELL
Grade 3	46.7%	32.5%	70.0%	57.5%	63.5%	53.0%
Grade 8	39.8%	39.8%	80.5%	37.8%	57.8%	25.5%
Grade 11	45.3%	45.3%	84.4%	17.3%	60.0%	22.4%

Data includes FAY students only

Measuring Growth in Addition to Proficiency

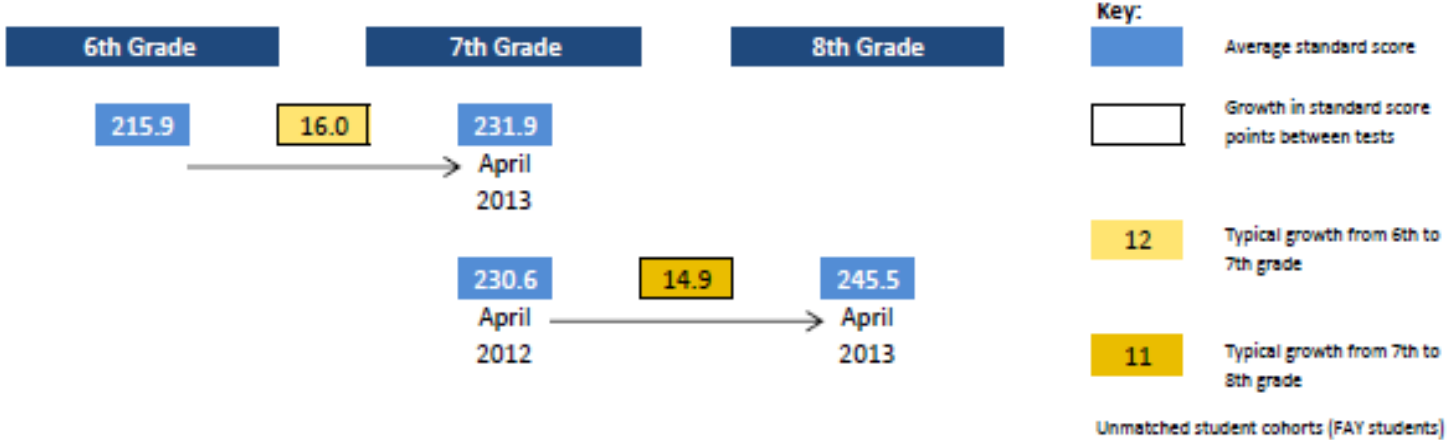
Iowa Assessments allow growth to be measured by using vertically scaled (or articulated) scores, called standard scores. These scores plot out all students, regardless of grade level, on a continuum of student achievement. Standard scores describe a student's location on an achievement continuum. Using standard scores, we can understand the progress students make from year to year.



The 2013 cohort of 4th grade students grew 13.2 standard score points on the mathematics Iowa Assessment from 3rd grade, increasing from a class average of 182.2 as 3rd graders in the spring of 2012 to a class average of 195.4 as 4th graders in the spring of 2013. This gain of 13.2 standard score points in mathematics from 3rd to 4th grade fell short of typical growth of 15 standard score points on the Iowa Assessments reading test by 1.8 points.

The 2013 cohort of 5th grade students grew 13.9 standard score points on the mathematics Iowa Assessment from 4th grade, increasing from a class average of 193.7 as 4th graders in the spring of 2012 to a class average of 207.6 as 5th graders in the spring of 2013. This gain of 13.9 standard score points in mathematics from 4th to 5th grade fell short of typical growth of 14 standard score points on the Iowa Assessments reading test by 0.1 points.

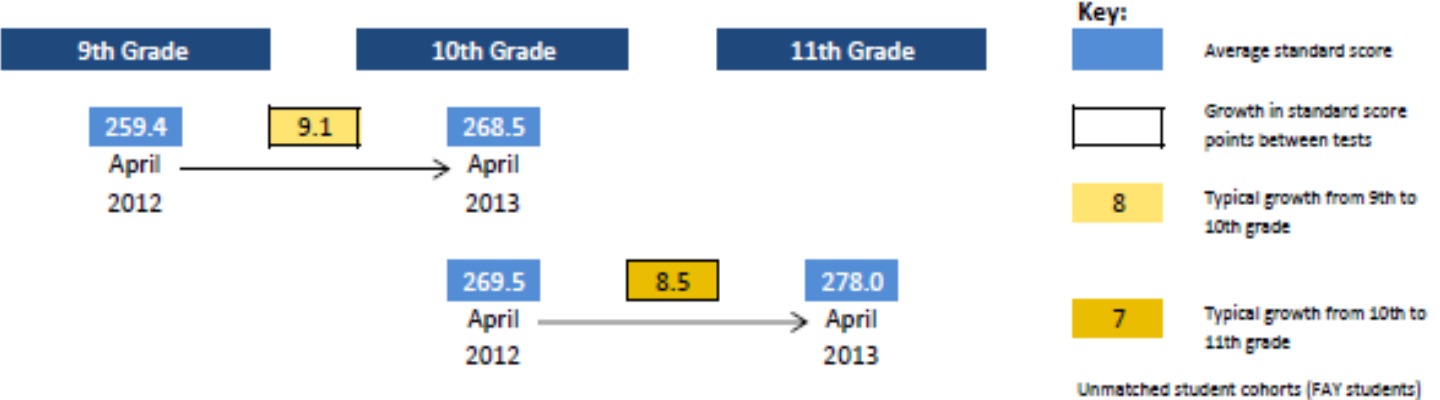
Mathematics: Iowa Assessment Growth - 6th, 7th, and 8th Grades



The 2013 cohort of 7th grade students grew 16.0 standard score points on the mathematics Iowa Assessment from 6th grade, increasing from a class average of 215.9 as 6th graders in the spring of 2012 to a class average of 231.9 as 7th graders in the spring of 2013. This gain of 16.0 standard score points in mathematics from 6th to 7th grade exceeds typical growth of 12 standard score points on the Iowa Assessments reading test by 4.0 points.

The 2013 cohort of 8th grade students grew 14.9 standard score points on the mathematics Iowa Assessment from 7th grade, increasing from a class average of 230.6 as 7th graders in the spring of 2012 to a class average of 245.5 as 8th graders in the spring of 2013. This gain of 14.9 standard score points in reading from 7th to 8th grade exceeds typical growth of 11 standard score points on the Iowa Assessments reading test by 3.9 points.

Mathematics: Iowa Assessment Growth - 9th, 10th, and 11th Grades



The 2013 cohort of 10th grade students grew 9.1 standard score points on the mathematics Iowa Assessment from 9th grade, increasing from a class average of 259.4 as 9th graders in the spring of 2012 to a class average of 268.5 as 10th graders in the spring of 2013. This gain of 9.1 standard score points in mathematics from 9th to 10th grade exceeds typical growth of 8 standard score points on the Iowa Assessments reading test by 1.1 point.

The 2013 cohort of 11th grade students grew 8.5 standard score points on the mathematics Iowa Assessment from 10th grade, increasing from a class average of 269.5 as 10th graders in the spring of 2012 to a class average of 278.0 as 11th graders in the spring of 2013. This gain of 8.5 standard score points in mathematics from 10th to 11th grade exceeds typical growth of 7 standard score points on the Iowa Assessments reading test by 1.5 points.

APPENDIX A

NO CHILD LEFT BEHIND
2013-14 AYP Notification

September 9, 2013

District	READING		MATH		Other Academic Indicator
	Participation Target	Proficiency Target	Participation Target	Proficiency Target	
District	Met	DINA-7	Met	DINA-5	Met
East	Watch	SINA-8	Watch	SINA-8	Removed - Watch
Hoover	Met	SINA-7	Met	SINA-8	Met
Lincoln	Met	SINA-8	Met	SINA-8	Met
North	Met	SINA-4	Met	SINA-5	Met
Roosevelt	Met	SINA-7	Met	SINA-6	Met
Scavo	Delay-8	SINA-5	Delay-8	SINA-5	Delay-3
Brody	Met	SINA-5	Met	SINA-5	Removed - SINA
Callanan	Met	SINA-7	Met	SINA-6	Met
Gateway	Met	SINA-1	Met	SINA-1	Met
Goodrell	Met	SINA-6	Met	SINA-7	Met
Harding	Met	SINA-2	Met	SINA-2	Removed - Watch
Hiatt	Met	SINA-8	Met	SINA-8	Watch
Hoyt	Met	SINA-8	Met	SINA-4	SINA-1
McCombs	Met	SINA-5	Met	SINA-10	Watch
Meredith	Met	SINA-10	Met	SINA-10	Met
Merrill	Met	SINA-10	Met	SINA-7	Met
Orchard Place	Met	Delay-2	Met	Delay-2	Removed - Watch
Ruby Van Meter	Met	Met	Met	Met	Met
Weeks	Met	SINA-5	Met	SINA-5	Met
Brubaker	Met	SINA-1	Met	SINA-4	Met
Capitol View	Met	SINA-5	Met	SINA-5	Met
Carver	Met	SINA-4	Met	SINA-5	Met
Cattell	Met	SINA-4	Met	SINA-4	Met
Cowles	Met	Met	Met	Met	Met
Downtown	Met	Met	Met	Met	Met
Edmunds	Met	SINA-4	Met	SINA-3	Met
Findley	Met	Delay-4	Met	Delay-4	Met
Garton	Met	SINA-4	Met	SINA-4	Met
Greenwood	Met	Delay-4	Met	Delay-2	Met
Hanawalt	Met	Removed - Watch	Met	Watch	Met
Hillis	Met	SINA-1	Met	SINA-5	Met
Howe	Met	SINA-4	Met	SINA-5	Met
Hubbell	Met	Delay-3	Met	Delay-2	Met
Jackson	Met	SINA-6	Met	SINA-3	Met
Jefferson	Met	Met	Met	Met	Met
King	Met	SINA-3	Met	SINA-7	Met
Lovejoy	Met	SINA-5	Met	Delay-3	Met
Madison	Met	SINA-5	Met	SINA-3	Met
McKinley	Met	SINA-5	Met	SINA-5	Met
Monroe	Met	SINA-6	Met	SINA-5	Met
Morris	Met	SINA-5	Met	SINA-4	Met
Moulton	Met	SINA-6	Met	SINA-6	Met
Oak Park	Met	Removed - Watch	Met	Delay-3	Met

*Bold indicates a Title school

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NO CHILD LEFT BEHIND
2013-14 AYP Notification
September 9, 2013

	READING		MATH		Other Academic Indicator
	Participation Target	Proficiency Target	Participation Target	Proficiency Target	
Park Ave	Met	SINA-1	Met	SINA-4	Met
Perkins	Met	Delay-4	Met	SINA-2	Met
Phillips	Met	Removed - Watch	Met	Watch	Met
Pleasant Hill	Met	Met	Met	Met	Met
River Woods	Met	SINA-4	Met	SINA-4	Met
Samuelson	Met	SINA-4	Met	SINA-4	Met
Smouse	Met	Watch	Met	Watch	Watch
South Union	Met	SINA-7	Met	SINA-6	Met
Stowe	Met	Delay-4	Met	SINA-3	Met
Studebaker	Met	Delay-2	Met	SINA-1	Met
Walnut St	Met	Removed - Watch	Met	Removed - Watch	Met
Willard	Met	SINA-5	Met	SINA-4	Met
Windsor	Met	SINA-1	Met	SINA-4	Met
Wright	Met	SINA-5	Met	SINA-5	Met

*Bold indicates a Title school

Definitions:

Watch Status – Districts and schools identified as “watch” missed at least one of the AYP state targets for the first time. Watch status schools are not subject to NCLB sanctions; the designation serves as a reminder that missing AYP state targets in the same area next year could result in a SINA designation.

Delay Status – Districts and schools identified as in need of assistance must meet state AYP requirements for two consecutive years before they can change status. Delay means that the district or school has met AYP goals for one year and is delayed at their current status until next year’s results are determined.

Participation Target –Determining participation rate as part of AYP, Iowa uses a minimum size of 40 for all groups and subgroups at a school or district level. A school or district that reported fewer than 95% and had a subgroup of less than 40 was not considered as failing to meet AYP on the basis of participation rate.

Proficiency Target – All school districts/schools in Iowa must annually demonstrate improvement towards the state’s annual proficiency goals in reading and mathematics. Iowa uses a minimum size of 30 for all groups and subgroups at a school or district level in determining proficiency target status.

Other Academic Indicators:

High School Graduation Rate – A four year cohort graduation rate, modeled after the NGA compact rate.

K-8 Attendance Rate – Average daily attendance is defined as the aggregate days of K-8 student attendance in a school or school district divided by the aggregate days of enrollment at grades K-8.

APPENDIX B

**Reading Percent Proficient by Race/Ethnicity and ELL Status
Spring 2013 Iowa Assessments**

	Asian		African American		Hispanic		Multi-racial		White	
	Not ELL	ELL	Not ELL	ELL	Not ELL	ELL	Not ELL	ELL	Not ELL	ELL
Grade 3	88.0%	46.0%	47.4%	38.8%	66.4%	41.8%	71.2%	50.0%	72.5%	60.0%
Grade 4	74.5%	49.5%	38.9%	41.9%	62.0%	47.7%	69.4%	75.0%	72.4%	41.2%
Grade 5	81.1%	25.0%	44.4%	47.3%	70.6%	43.0%	61.5%	NA	73.0%	53.8%
Grade 6	72.2%	20.5%	36.0%	12.3%	46.6%	18.5%	53.6%	50.0%	61.5%	0.0%
Grade 7	81.7%	6.9%	37.5%	13.0%	53.0%	15.2%	61.7%	NA	64.5%	16.7%
Grade 8	57.3%	4.4%	31.4%	9.5%	43.9%	10.5%	40.7%	0.0%	62.3%	0.0%
Grade 9	76.8%	12.8%	47.9%	5.6%	62.0%	17.0%	68.0%	0.0%	73.6%	28.6%
Grade 10	83.1%	12.2%	52.6%	15.6%	68.8%	30.1%	69.4%	100.0%	73.2%	0.0%
Grade 11	90.9%	11.5%	57.9%	22.6%	70.0%	20.4%	72.2%	NA	82.9%	0.0%
All Grades	77.8%	25.8%	43.1%	27.7%	59.6%	34.1%	63.1%	50.0%	71.1%	34.6%

Data includes FAY students only

**Mathematics Percent Proficient by Race/Ethnicity and ELL Status
Spring 2013 Iowa Assessments**

	Asian		African American		Hispanic		Multi-racial		White	
	Not ELL	ELL	Not ELL	ELL	Not ELL	ELL	Not ELL	ELL	Not ELL	ELL
Grade 3	70.0%	57.5%	46.7%	32.5%	63.5%	53.0%	68.2%	50.0%	73.4%	60.0%
Grade 4	76.5%	60.4%	37.1%	36.5%	65.6%	52.7%	61.2%	50.0%	71.7%	64.7%
Grade 5	79.2%	53.6%	44.4%	40.9%	66.8%	49.3%	62.2%	NA	73.0%	84.6%
Grade 6	78.5%	38.4%	42.9%	21.5%	55.4%	30.0%	56.3%	100.0%	64.5%	60.0%
Grade 7	87.8%	25.9%	46.3%	17.4%	63.8%	32.8%	67.2%	NA	73.7%	25.0%
Grade 8	80.5%	37.8%	39.8%	16.7%	57.8%	25.5%	50.0%	100.0%	71.3%	0.0%
Grade 9	79.8%	15.0%	44.0%	5.6%	64.4%	24.1%	63.6%	0.0%	73.2%	33.3%
Grade 10	78.9%	32.7%	46.9%	21.9%	65.3%	34.2%	63.6%	100.0%	79.4%	33.3%
Grade 11	84.4%	17.3%	45.3%	3.2%	60.0%	22.4%	60.9%	NA	72.3%	0.0%
All Grades	80.1%	42.3%	43.0%	26.1%	62.4%	43.1%	61.6%	57.1%	71.8%	51.9%

Data includes FAY students only