



DELAWARE EDUCATION

STATE REPORT CARD

2004-2005

January, 2006

January 10, 2006

Message from Secretary Valerie A. Woodruff:

Beginning in 2004, we began supplementing our annual State Summary Report on the Delaware Student Testing Program with a new publication- *The State Report Card for Delaware*. We will continue to submit this report to the U.S. Department of Education on an annual basis and make it available to the public. I encourage you to review the report. It contains summary details of our students' growth in the areas of reading, mathematics, writing, science and social studies.

As federal accountability regulations enter their 5th year of implementation, many states have accelerated their efforts to refine standards-based assessments and indicators of academic progress as required by No Child Left Behind. I believe Delaware is indeed fortunate to have had the foresight to undertake substantial educational reform and development of an accountability system for students, teachers, and schools in the mid-1990's. Although there have been rough spots along the way to success with Delaware curriculum reform, student score gains on the DSTP over the past seven years (1998-2005) make clear that teaching and learning are quantitatively and qualitatively improved as a result.

Several of the highlights detailed in the attached report are as follows:

- The Spring 2005 Delaware Student Testing Program (DSTP) results for reading, mathematics and writing in grades 3, 5, 8 and 10; as well as the Fall and Spring 2004 science and social studies DSTP results for grades 4, 6, 8 and 11 are included, both in the aggregate and disaggregated by different student subpopulations.
- Accountability ratings for more than 170 public schools, 19 school districts and the State under Delaware's recently revised accountability system are included within the report. The annual results of the DSTP are used as the primary means to determine school and district ratings.
- Trend charts displaying student progress on annual state assessments for the past three years compose another important segment of the report.

The Department of Education remains committed to our mission to promote the highest quality education for every Delaware student by providing visionary leadership and superior service.

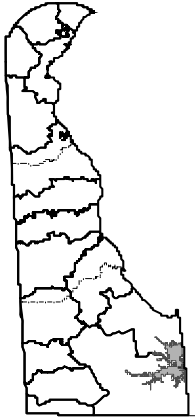
Please visit our website for additional detail on Delaware student achievement, at the following links:

Delaware Dept. of Education website: <http://www.doe.k12.de.us>
DSTP Online report link: <http://dstp.doe.k12.de.us/DSTPmart>

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**State of Delaware
Summary
2003-2004**

Area (Square Miles) 2040.15

Public Schools 194

STUDENTS*

Student Enrollment	117,776
Regular (%)	87.1%
Special (%)	12.9%
Enrollment by Race (%)	
American Indian	0.3%
Asian	2.6%
Black	31.9%
Hispanic	7.9%
White	57.3%
Minority Enrollment (%)	42.7%
Graduates	7,416
Average Daily Attendance	108,751
Attendance Rate (%)	93.9

NONPUBLIC

Schools Located in District	981
District Residents Enrolled	24,678
Residents Enrolled (%)	21.0%

STAFF

Full-Time Teachers	7,710
Sex (%)	
Male	24.7%
Female	75.3%
Race (%)	
White	86.9%
Black	11.4%
Other	1.7%
Degree (%)	
Masters and above	51.3%
Teachers	
Average Age	41.2
Average Teaching Experience	13.0
Student to Teacher Ratio	15.3
Total Professional Staff	9,532
Official/Administrative (%)	6.9%
Teachers (%)	80.9%
Instructional Support (%)	6.0%
Other Professional (%)	6.2%

FINANCIAL

Revenue Receipts Per Pupil**	
Local	\$3,114
State	\$7,104
Federal	\$1,112
Expenditure Per Pupil	\$10,571
Average Teacher Salary	\$49,661
Scheduled Teacher Salary	
Beginning	\$31,058
Middle	\$50,632
Top	\$71,962
Full Valuation Per Pupil***	\$585,747

NOTE: *Excludes vocational part-time students who are counted in home schools, includes DAFB. ** State revenue excludes school construction funding provided through general funds rather than the sale of bonds. *** Excludes Vocational Technical Schools.

2005 DSTP Executive Summary

The results from the seventh administration of the Delaware Student Testing Program (DSTP) reading, writing, and mathematics components represent an important step in Delaware's efforts to educate all students to a higher level. These results are part of a long-term effort to gather data on our students' educational progress and use the data to inform our decisions about instruction. Studied over time, the data will help identify trends and patterns that can be directly related to curriculum and instruction, giving districts and schools additional decision-making tools. Reading, writing, mathematics, science and social studies results are summarized in this report.

The assessment results are reported as Performance Levels (PLs). PLs tell how students are performing relative to the State's content standards. Delaware has five performance levels as indicated in the chart below. The student performance levels were established by educators and community members from around the state and were approved by the State Board of Education on September 23, 1999.

DSTP Student Performance Levels

Table 1 DSTP Student Performance Levels		
Level	Category	Description
5	Distinguished	Excellent Performance
4	Exceeds the Standard	Very Good Performance
3	Meets the Standard	Good Performance
2	Below the Standard	Needs Improvement
1	Well Below the Standard	Needs Significant Improvement

DSTP Cut Scores for the DSTP Assessment

The cut scores for the subject areas of the DSTP appear in Tables 2, 3, 4, 5 and 6. The indicated numbers represent the lowest possible scores a student can earn and still be within the indicated performance level.

Table 2 Cut Scores: DSTP Reading Assessment				
Grade	Below	Meets	Exceeds	Distinguished
3	387	411	465	482
5	427	451	508	529
8	475	500	564	584
10	477	502	573	593

Table 3 Cut Scores: DSTP Mathematics Assessment				
Grade	Below	Meets	Exceeds	Distinguished
3	382	407	464	499
5	424	449	503	525
8	469	493	531	549
10	500	525	559	574

Table 4 Cut Scores: DSTP Writing Assessment				
Grade	Below	Meets	Exceeds	Distinguished
3	6	7	10	12
5	7	8	10	12
8	7	8	10	12
10	7	8	10	12

Table 5 Cut Scores: DSTP Science Assessment				
Grade	Below	Meets	Exceeds	Distinguished
4	286	300	325	336
6	285	300	325	335
8	280	300	325	338
11	282	300	325	335

Table 6 Cut Scores: DSTP Social Studies Assessment				
Grade	Below	Meets	Exceeds	Distinguished
4	285	300	325	337
6	286	300	325	335
8	282	300	325	335
11	276	300	325	337

Student Participation

A goal of the DSTP is to have all eligible Delaware public school students participate in the state testing programs. To achieve this goal, the *DSTP Guidelines for the Inclusion of Students with Disabilities and Students with Limited English Proficiency (Revised April 14, 2003)* is available. Delaware educators use this document to guide them through the decision making process for participation in the DSTP for students with disabilities, students with a Section 504 plan, and for students who are dually eligible as a student with a disability and limited English proficient (SD/LEP). The guidelines are in accordance with federal regulations governing the inclusion of these students in state testing programs and are available on the *DSTP Documents and Reports* website at http://www.doe.k12.de.us/AAB/DSTP_publications.html.

Accommodations and Exemptions

All students with disabilities in grades 2 through 11 will participate in the DSTP and may test under regular conditions, test with accommodations, or are included in the Delaware Alternate Portfolio Assessment (DAPA). SD/LEP students in grades 2 through 11 will participate in the DSTP unless included in the DAPA and/or in the Delaware English Language Learner Assessment (DELLA) alternate assessment to the DSTP reading and writing tests. Most accommodations allow us to include a student's score in the state, district, and school test results. Few accommodations require that we not include a student's score in the state, district, and school test results. Students who are SD/LEP may be exempted from the DSTP-1 science and social studies tests if they are in grades 4, 6, 8, and 11; and/or from part or all of the DSTP-2 reading, writing, and mathematics tests if they are in grades 2, 4, 6, 7, and 9; and meet the criteria of testing condition 5 outlines on pages 12 – 14 of the *DSTP Guidelines for the Inclusion of Students with Disabilities and Students with Limited English Proficiency (Revised April 14, 2003)*.

Reporting Scores of Students with Accommodations

Students tested with accommodations that do not interfere with the comparability of their scores to the scores of students tested under regular conditions are included (aggregated) in the school, district, and state test results in the *DSTP State Summary Report* and the *DSTP On-Line Reports*. Students tested with accommodations that interfered with the comparability of their scores to the scores of students tested under regular conditions are not included (non-aggregated) in the school, district, and state test results in the *DSTP State Summary and the DSTP On-Line Reports*; however, **all** students receive an individual score report.

Scores for **all** students with disabilities (DSTP/DAPA) with a valid score are included as earned in the state's district, school, and student accountability indices.

The Guidelines for the Inclusion of Students with Disabilities and Students with Limited English Proficiency specify that if the maximum allowable time to complete the SAT9 reading and/or SAT9 mathematics portions of the test is extended, then the score for the SAT9 would not be included in the group summaries, but the standards-based scores would be included. Because this is different from the way summary data were calculated in 1998, 1999, and 2000, the scores of students with these accommodations were not included in the state, district, and school scores in the 2001 or 2002 State Summary Reports. This was done in order to maintain comparability of DSTP scores from year to year.

School personnel such as special education planning teams, LEP program instructors, teachers, and school administrators participate in and document the decisions about exemptions and accommodations.

Absences, Suspensions, and Expulsions

Students are considered absent for the DSTP only if they are absent or suspended for the entire test week and the make-up week that follows. Some students were granted a special exemption from the DSTP due to physical or mental conditions or reasons of an emergency nature, such as death of a family member, accident, hospitalization, etc. Special exemptions or invalidations were also granted for students who were unable to complete all or part of the test due to conditions beyond the student's control that developed during the week of testing. Students who are expelled from school do not take the DSTP within that school but take the DSTP if they are enrolled in an alternative program. Students in alternative programs are required to take the DSTP.

Valid Scores

To receive valid scores on the SAT9 reading and mathematics sections, students must attempt three of the first six items or ten items anywhere in the section. To receive valid scores on the Delaware reading and mathematics sections, students must attempt one Delaware question and have a valid score on the SAT9. To have a valid score on the writing assessment, students must have a scorable response on at least one of the writing prompts; i.e., the stand-alone or the text-based writing prompt. Responses that are off-topic, written in a language other than English, illegible, or blank are non-scorable responses.

Because scores for each section are reported separately, students who do not complete or have invalid scores in one or more sections of the test still may receive scores for the sections that are completed and scored.

Disaggregation of Data

To determine how well educators are meeting the needs of all learners, the DSTP data are disaggregated by gender, race/ethnicity, free/reduced price meal eligibility, Title I, disability, English proficiency, and migrant status. This gives a picture of how various subpopulations are doing in relation to the majority. Data disaggregation reveals whether educators are actually meeting the needs of all learners or just those students whose learning styles and culture respond to a particular instructional style. Disaggregation is an important step in the process of collecting and analyzing data to accurately determine student needs and the causal factors behind those needs.

Disaggregated data at the state and district levels are available on the DSTP On-Line Reports website at <http://www.doe.k12.de.us/aab>. Disaggregated school results are available in Delaware school profiles, which may be accessed through the Department of Education's website (www.doe.k12.de.us).

DELAWARE DEPARTMENT OF EDUCATION

DSTP State Summary Report, Spring 2005 Administration

Reading, Writing & Mathematics

DISAGGREGATED DATA

The following tables contain the Spring 2005 DSTP reading, mathematics and writing disaggregated data at the state level. Results are not published unless the number of students contributing to a score (N) is at least 15. Additional disaggregated data are available on the DSTP web site at <http://www.doe.k12.de.us/aab>.

The following legend can be used to understand what each column of figures contains.

N: Indicates the number of students that contributed to the Standards-Based Score

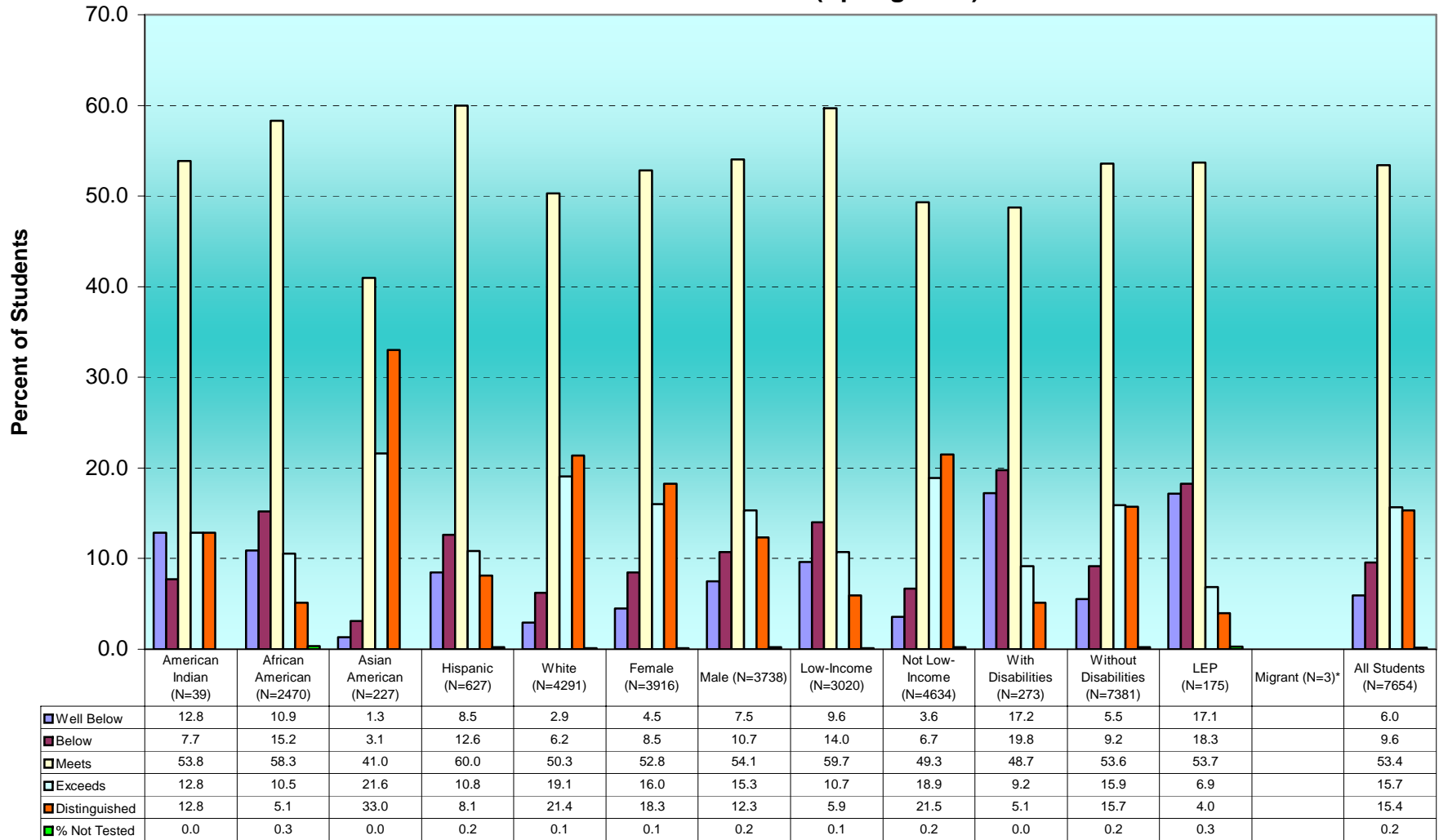
Student Performance Levels:

DSTP Student Performance Levels	
Category	Description
Distinguished	Excellent performance
Exceeds	Very good performance
Meets	Good performance
Below	Needs improvement
Well Below	Needs significant improvement

Participation:

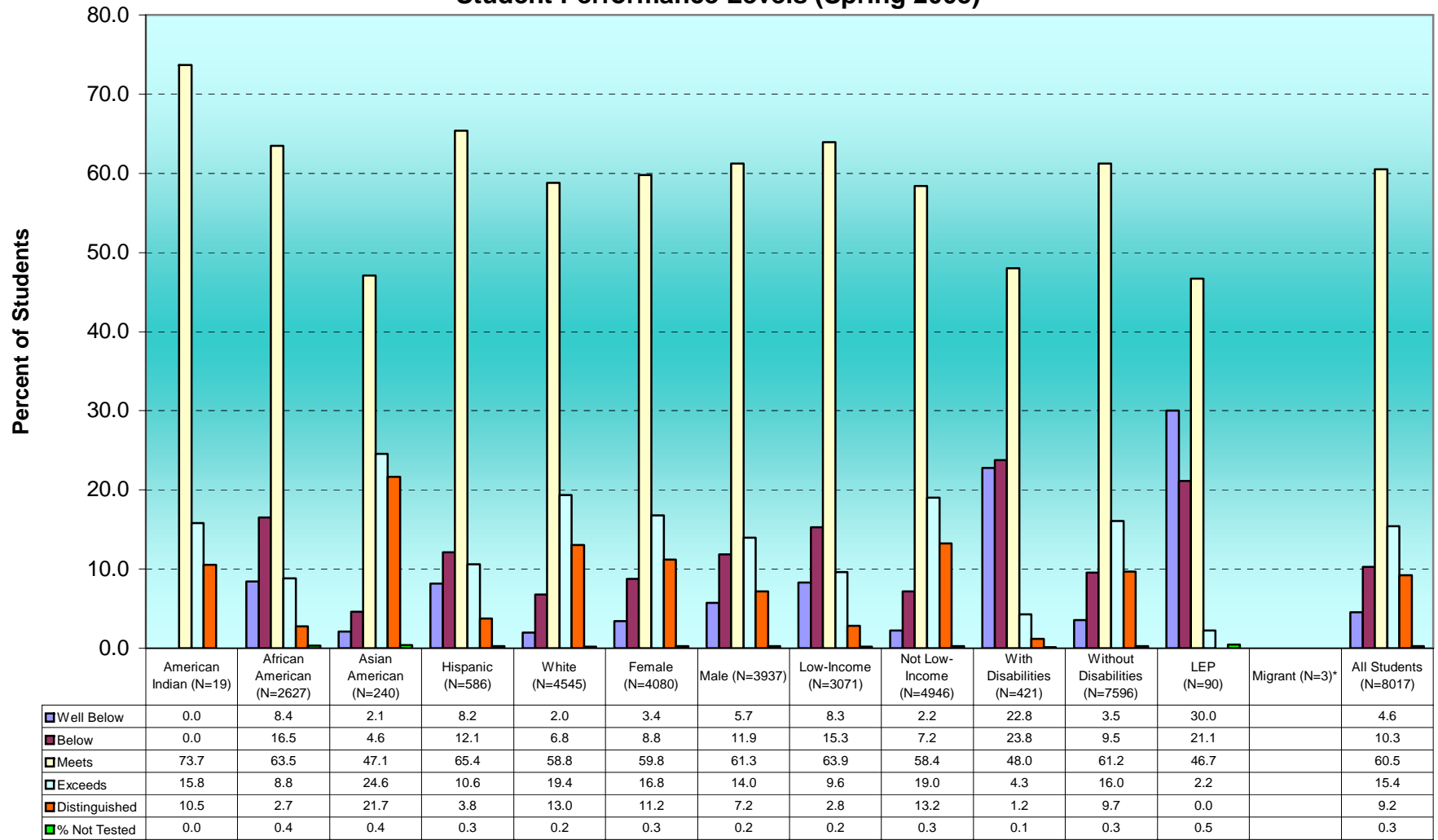
The number of students who were eligible to participate in the DSTP who were not tested

Table 7
State Level Disaggregations Grade 3 Reading
Student Performance Levels (Spring 2005)



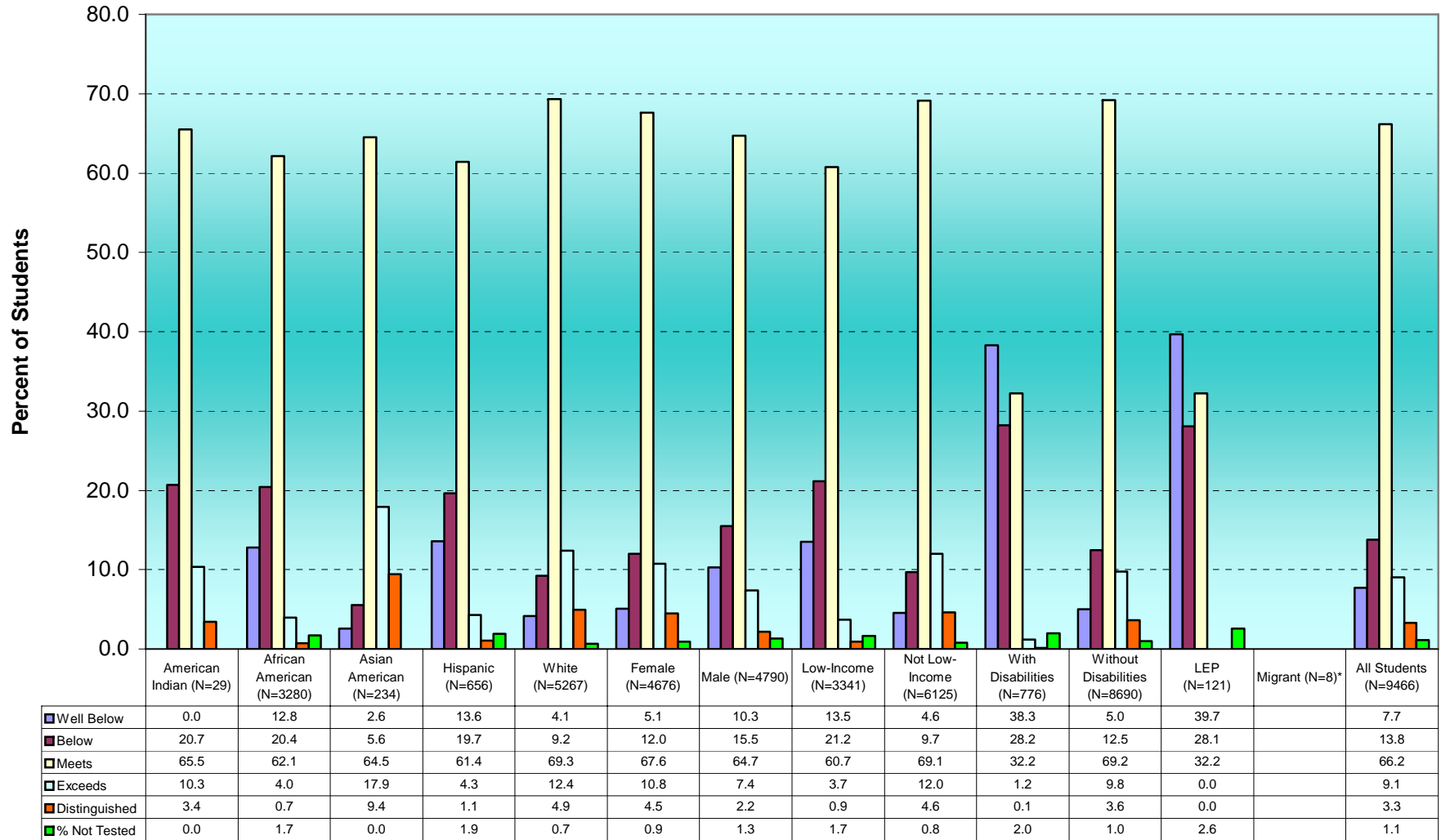
* Data Not Provided For Student Categories With <15

Table 8
State Level Disaggregations Grade 5 Reading
Student Performance Levels (Spring 2005)



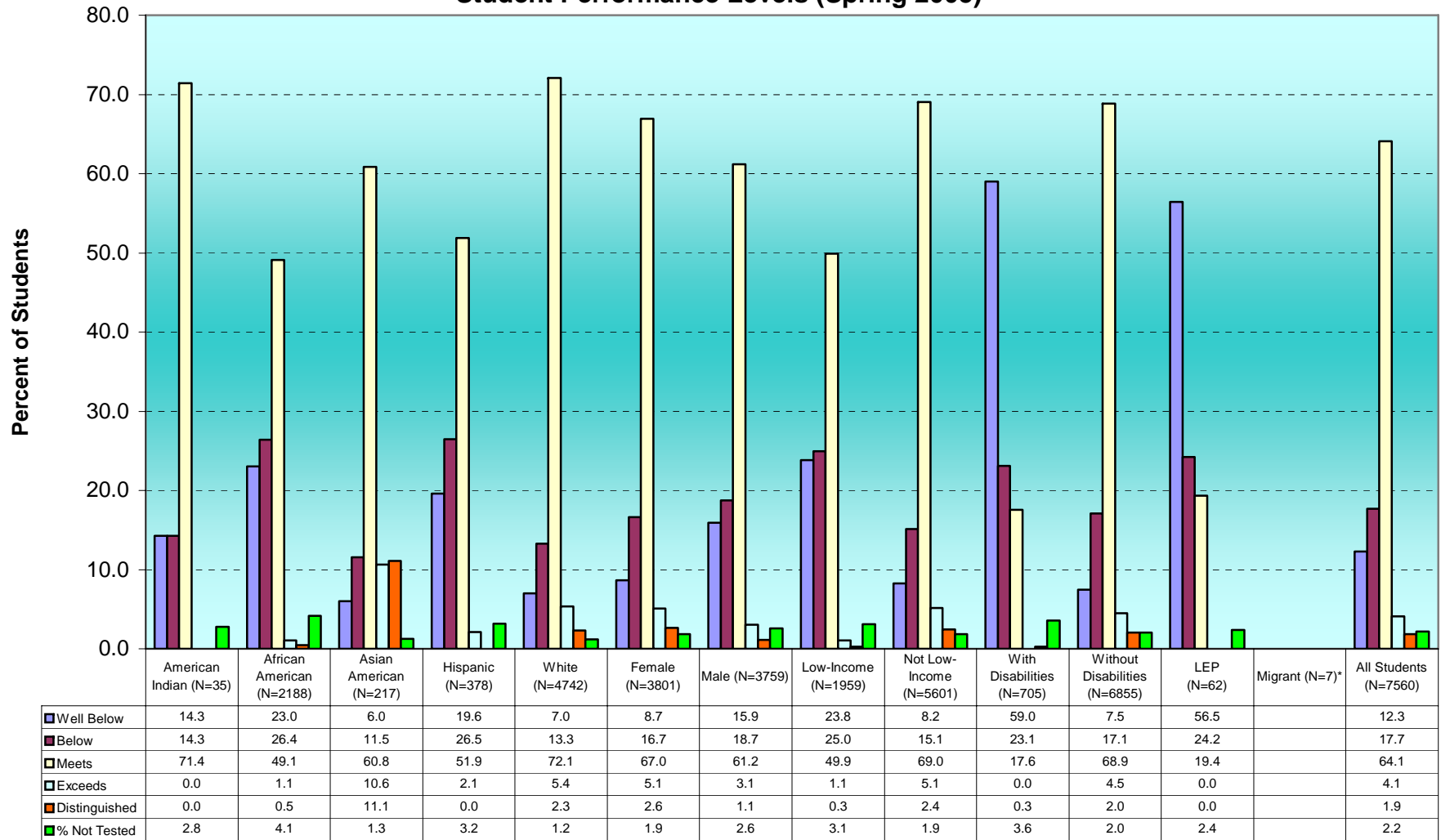
* Data Not Provided For Student Categories With <15

Table 9
State Level Disaggregations Grade 8 Reading
Student Performance Levels (Spring 2005)



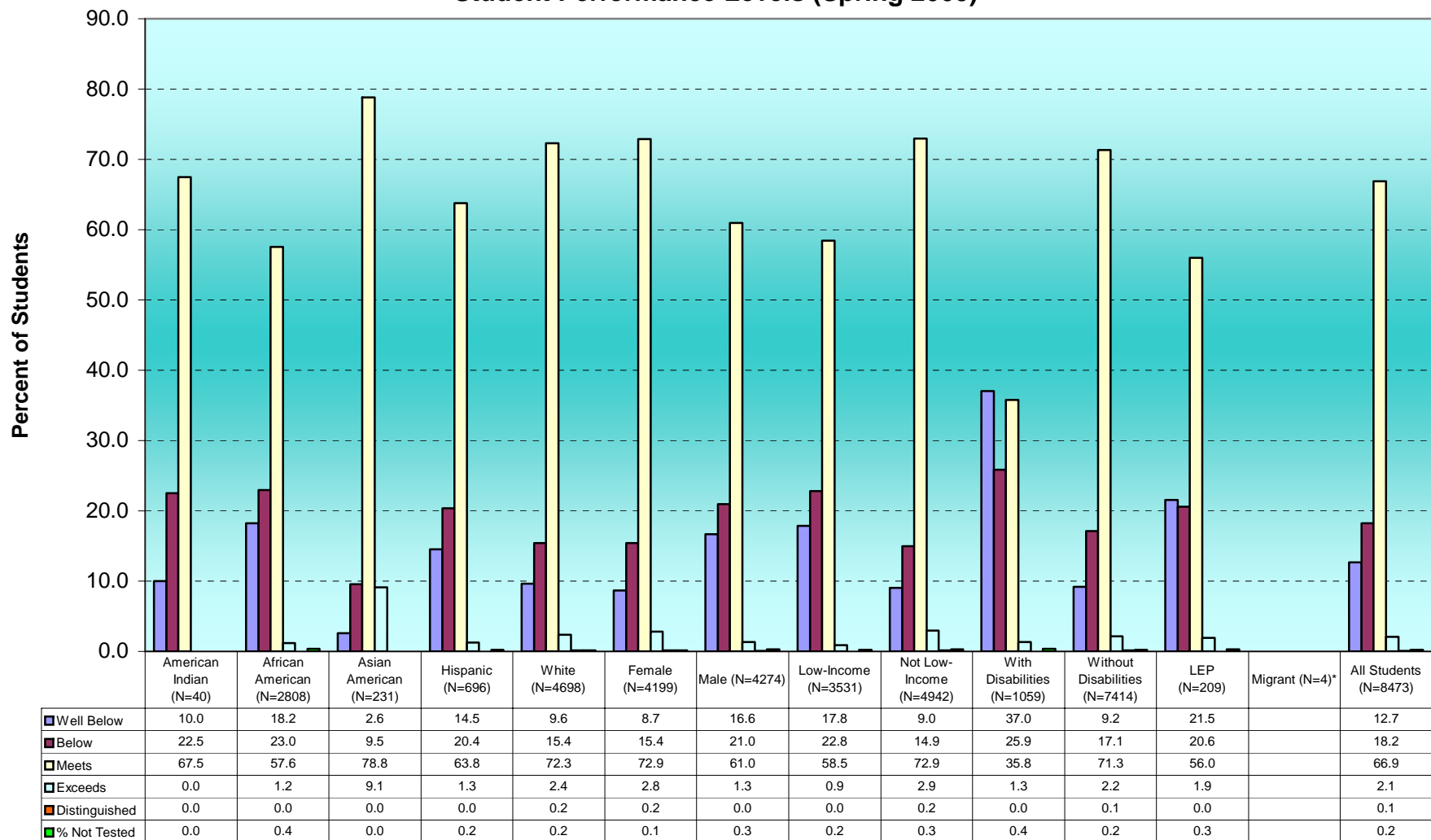
* Data Not Provided For Student Categories With <15

Table 10
State Level Disaggregations Grade 10 Reading
Student Performance Levels (Spring 2005)



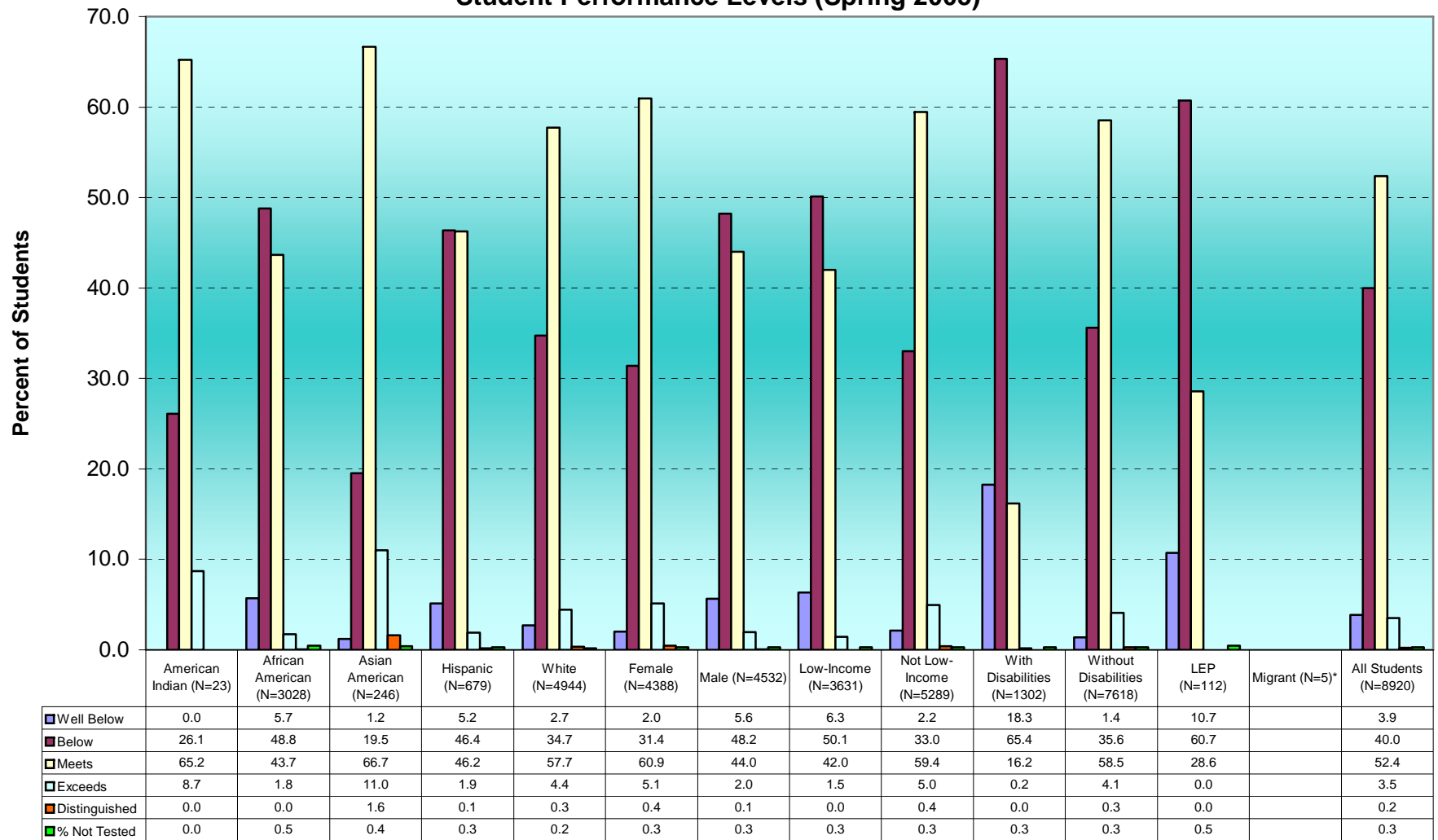
* Data Not Provided For Student Categories With <15

Table 11
State Level Disaggregations Grade 3 Writing
Student Performance Levels (Spring 2005)



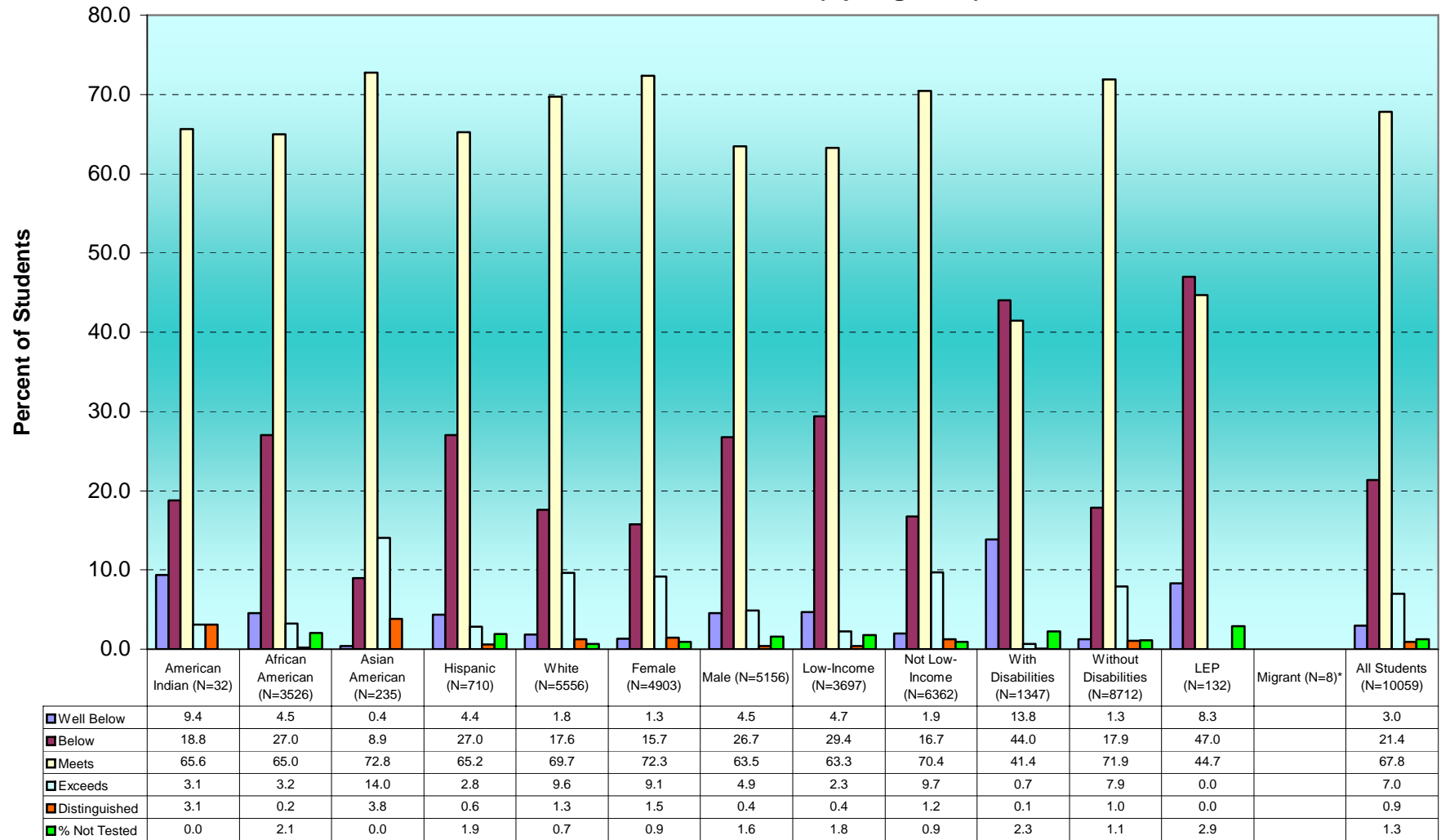
* Data Not Provided For Student Categories With <15

Table 12
State Level Disaggregations Grade 5 Writing
Student Performance Levels (Spring 2005)



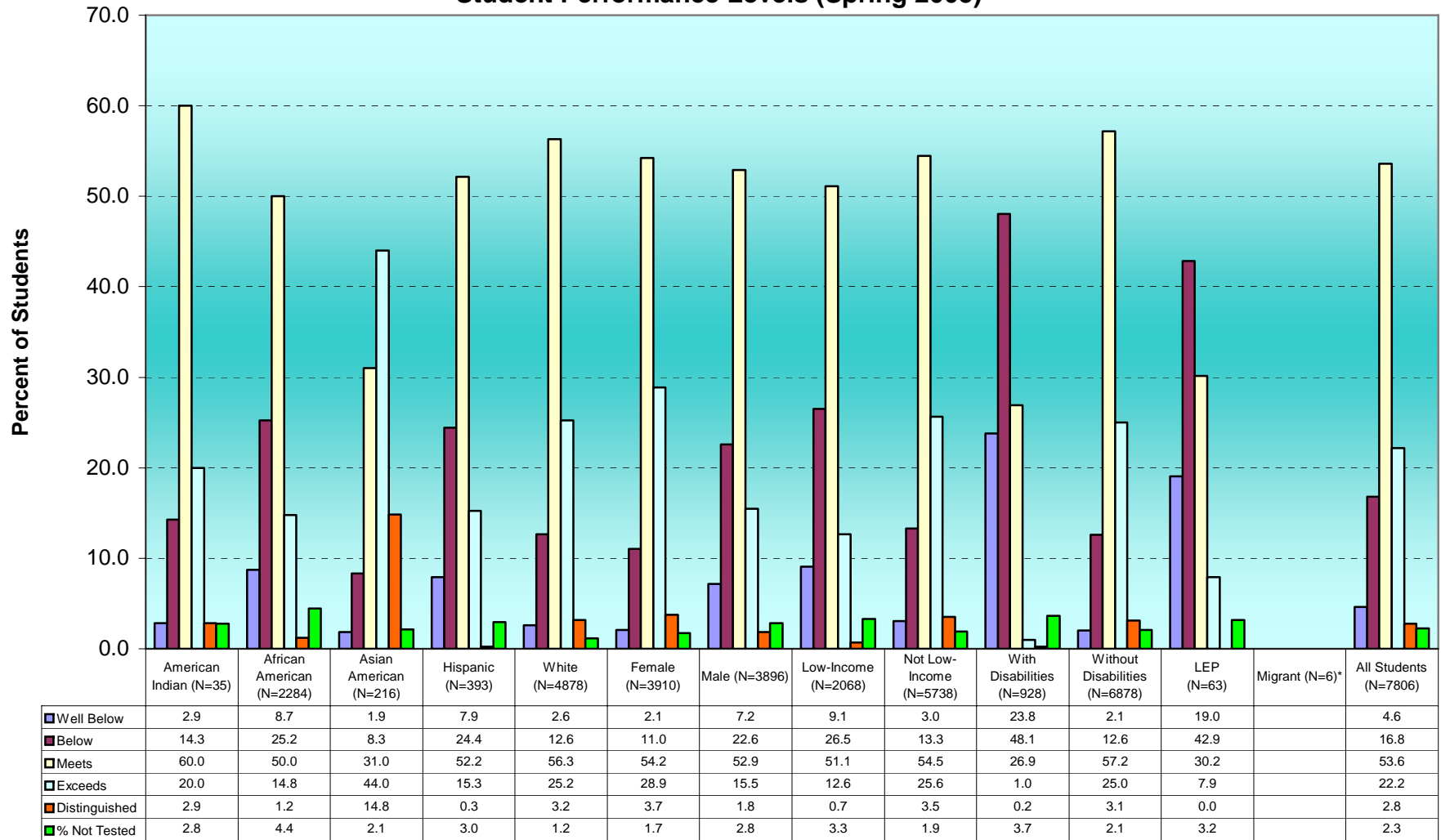
* Data Not Provided For Student Categories With <15

Table 13
State Level Disaggregations Grade 8 Writing
Student Performance Levels (Spring 2005)



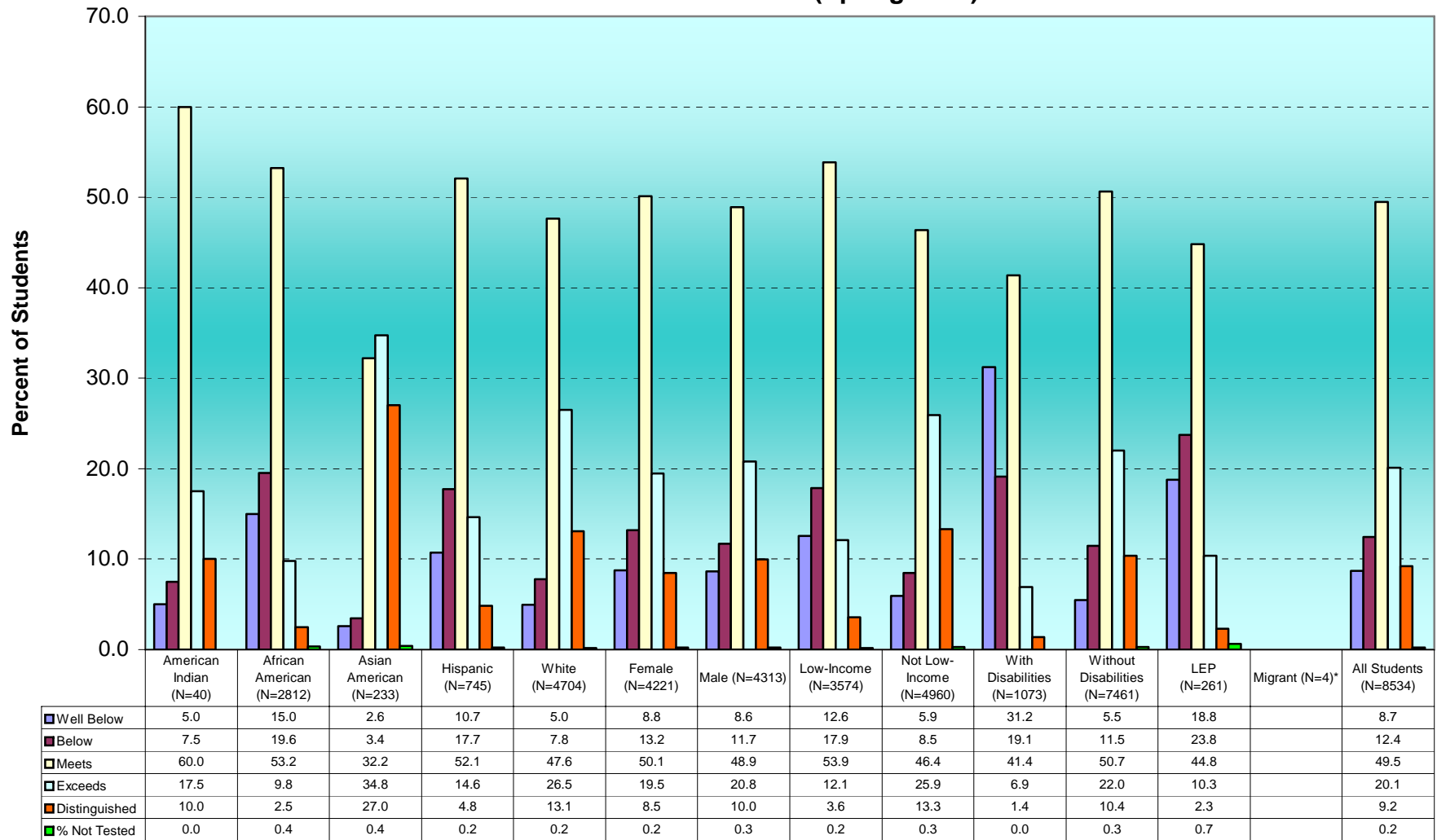
* Data Not Provided For Student Categories With <15

Table 14
State Level Disaggregations Grade 10 Writing
Student Performance Levels (Spring 2005)



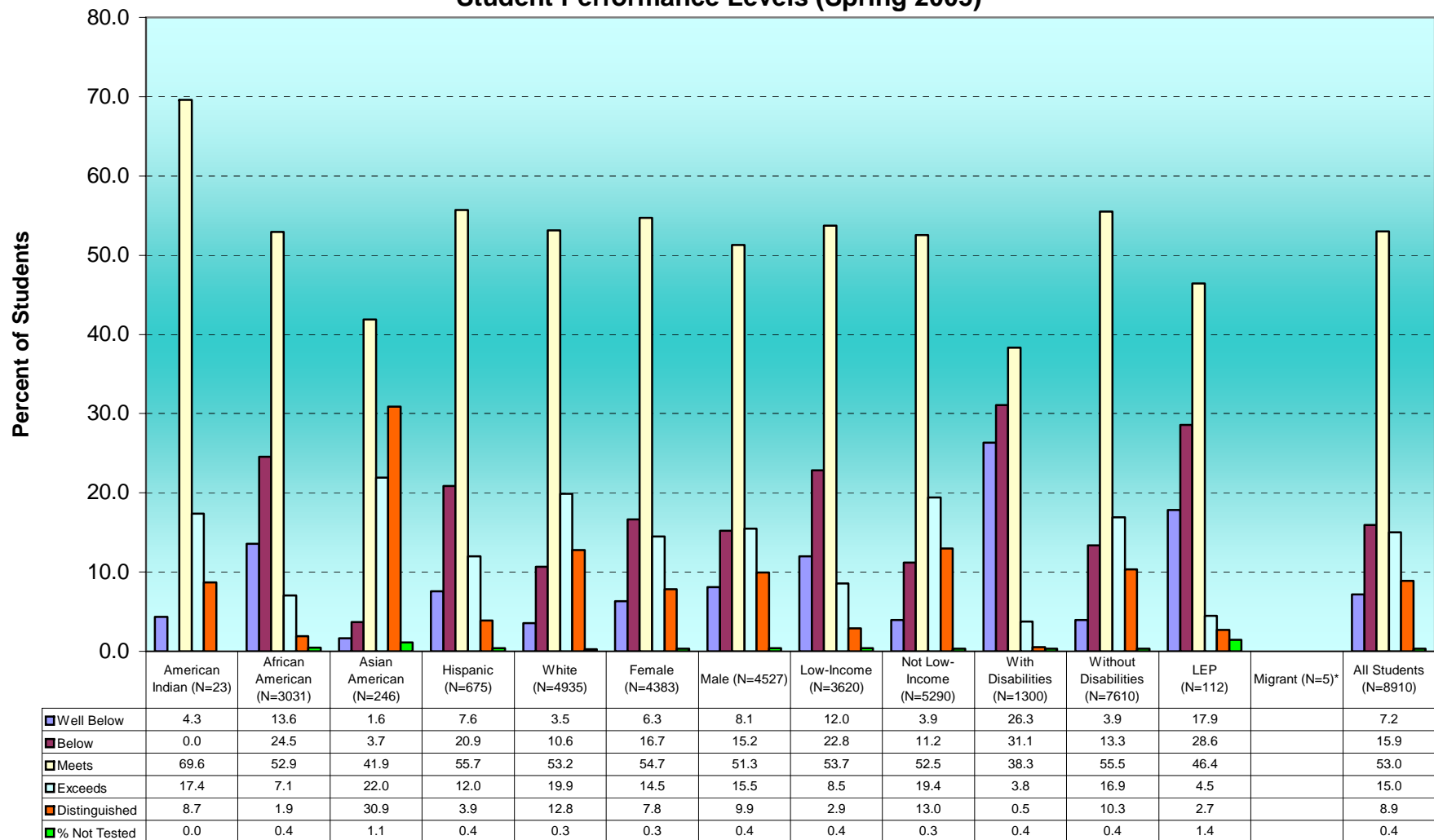
* Data Not Provided For Student Categories With <15

Table 15
State Level Disaggregations Grade 3 Mathematics
Student Performance Levels (Spring 2005)



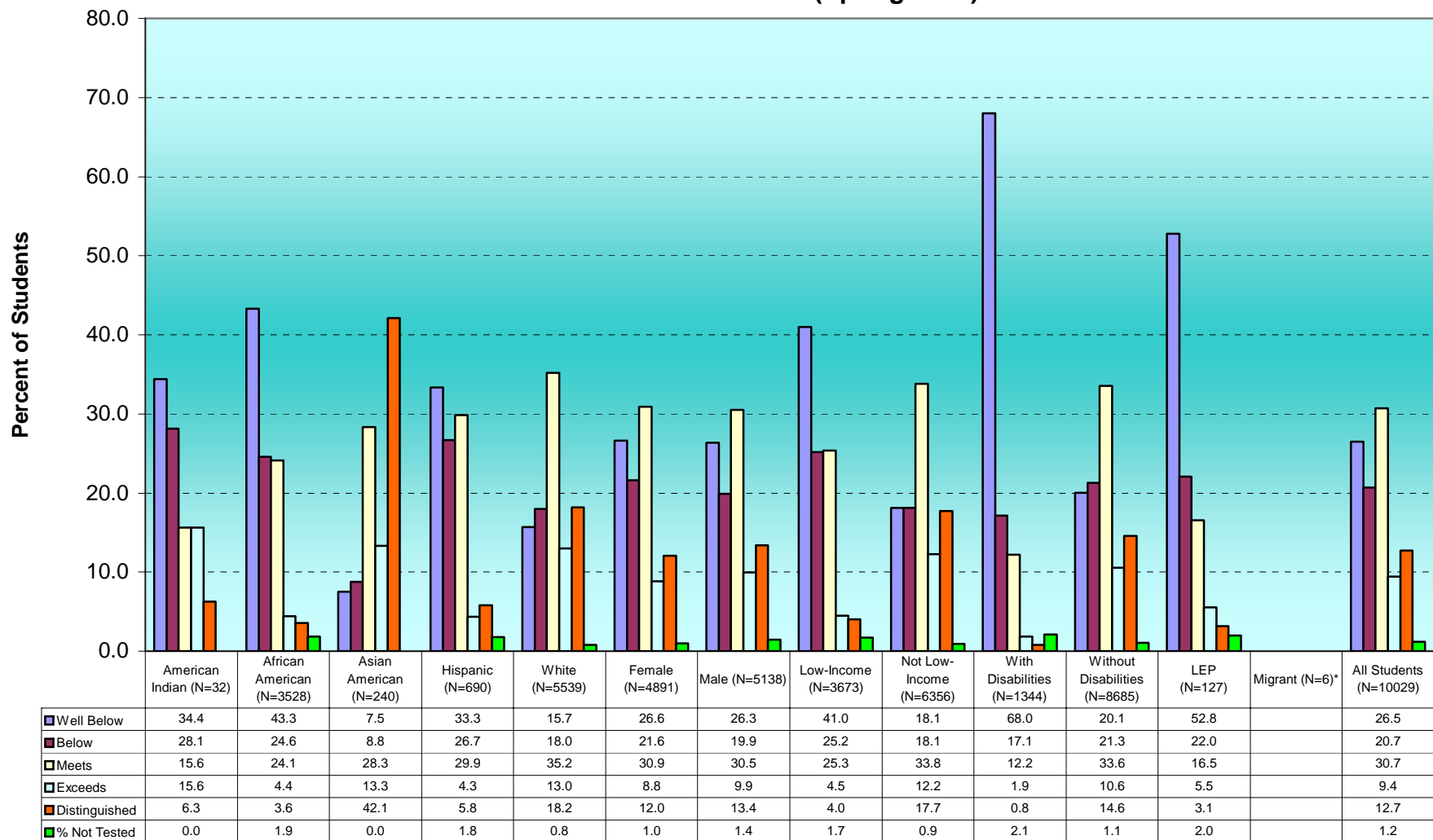
* Data Not Provided For Student Categories With <15

Table 16
State Level Disaggregations Grade 5 Mathematics
Student Performance Levels (Spring 2005)



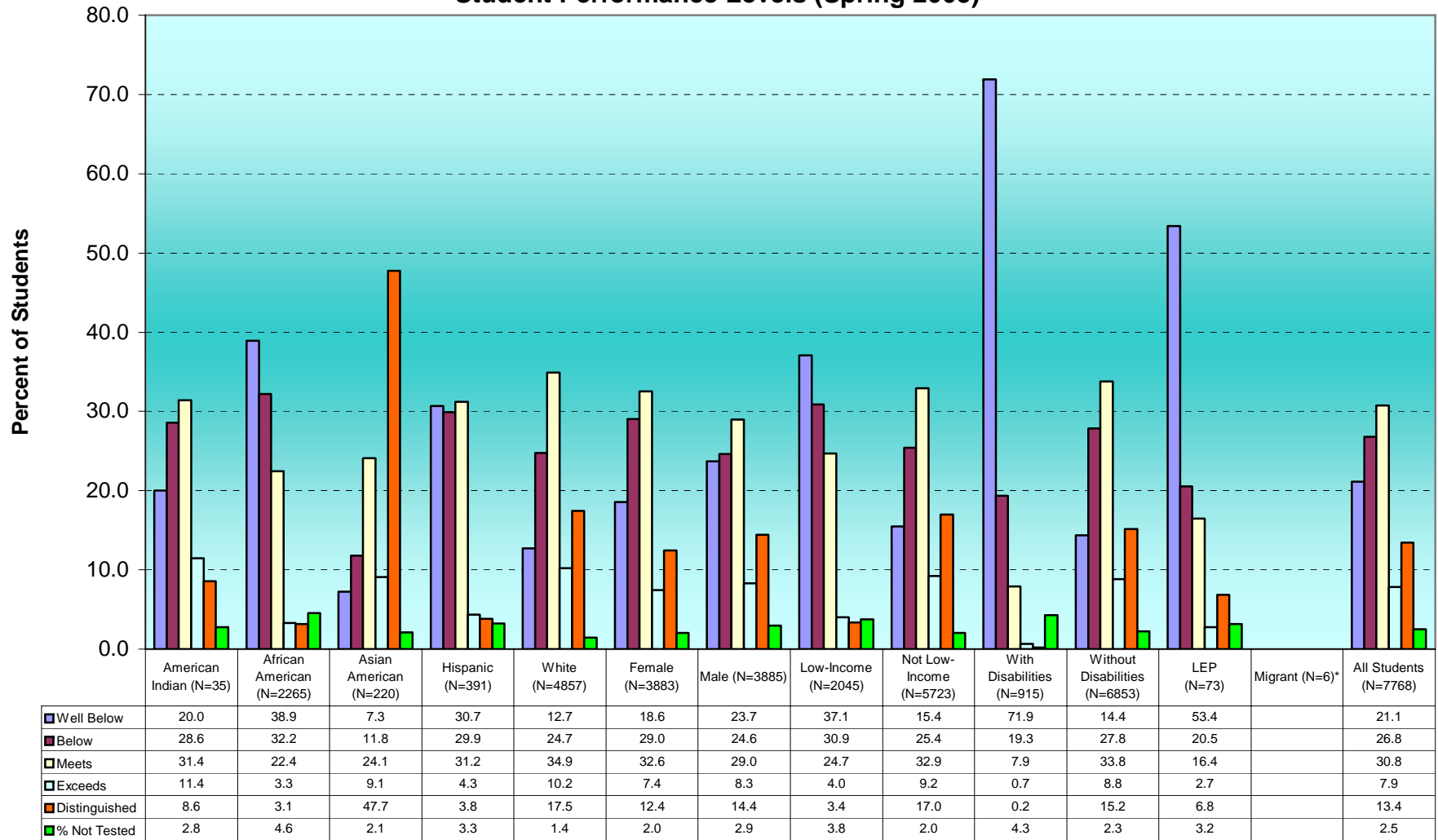
* Data Not Provided For Student Categories With <15

Table 17
State Level Disaggregations Grade 8 Mathematics
Student Performance Levels (Spring 2005)



* Data Not Provided For Student Categories With <15

Table 18
State Level Disaggregations Grade 10 Mathematics
Student Performance Levels (Spring 2005)



* Data Not Provided For Student Categories With <15

DELAWARE DEPARTMENT OF EDUCATION

DSTP State Summary Report, Fall 2004 Administration

Science & Social Studies

DISAGGREGATED DATA

The following tables contain the Fall 2004 DSTP science and social studies disaggregated data at the state level. Results are not published unless the number of students contributing to a score (N) is at least 15. Additional disaggregated data are available on the DSTP web site at <http://www.doe.k12.de.us/aab>.

The following legend can be used to understand what each column of figures contains.

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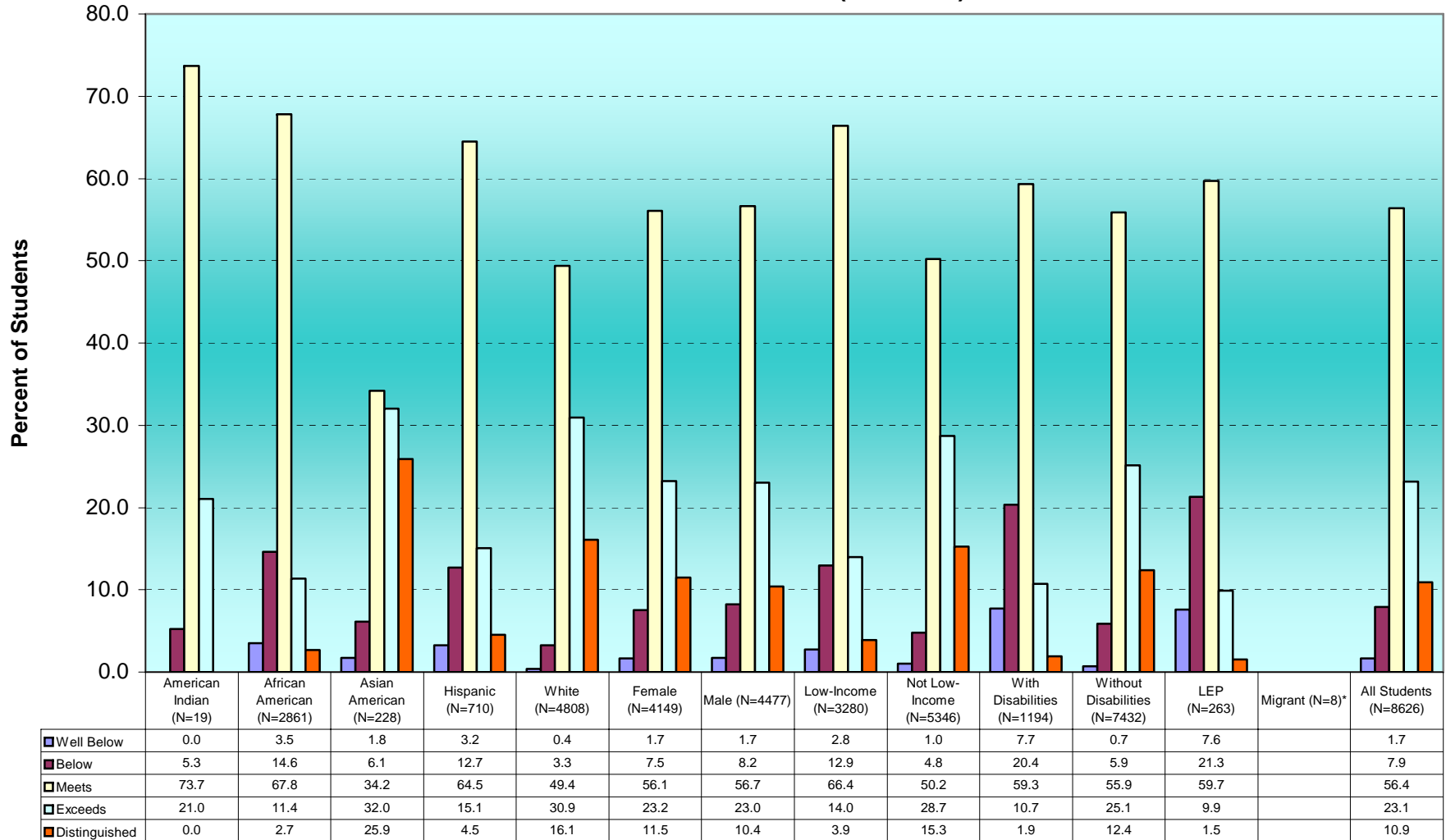
Student Performance Levels:

DSTP Student Performance Levels	
Category	Description
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Exceeds	Very good performance
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Below	Needs improvement
Well Below	Needs significant improvement

Participation:

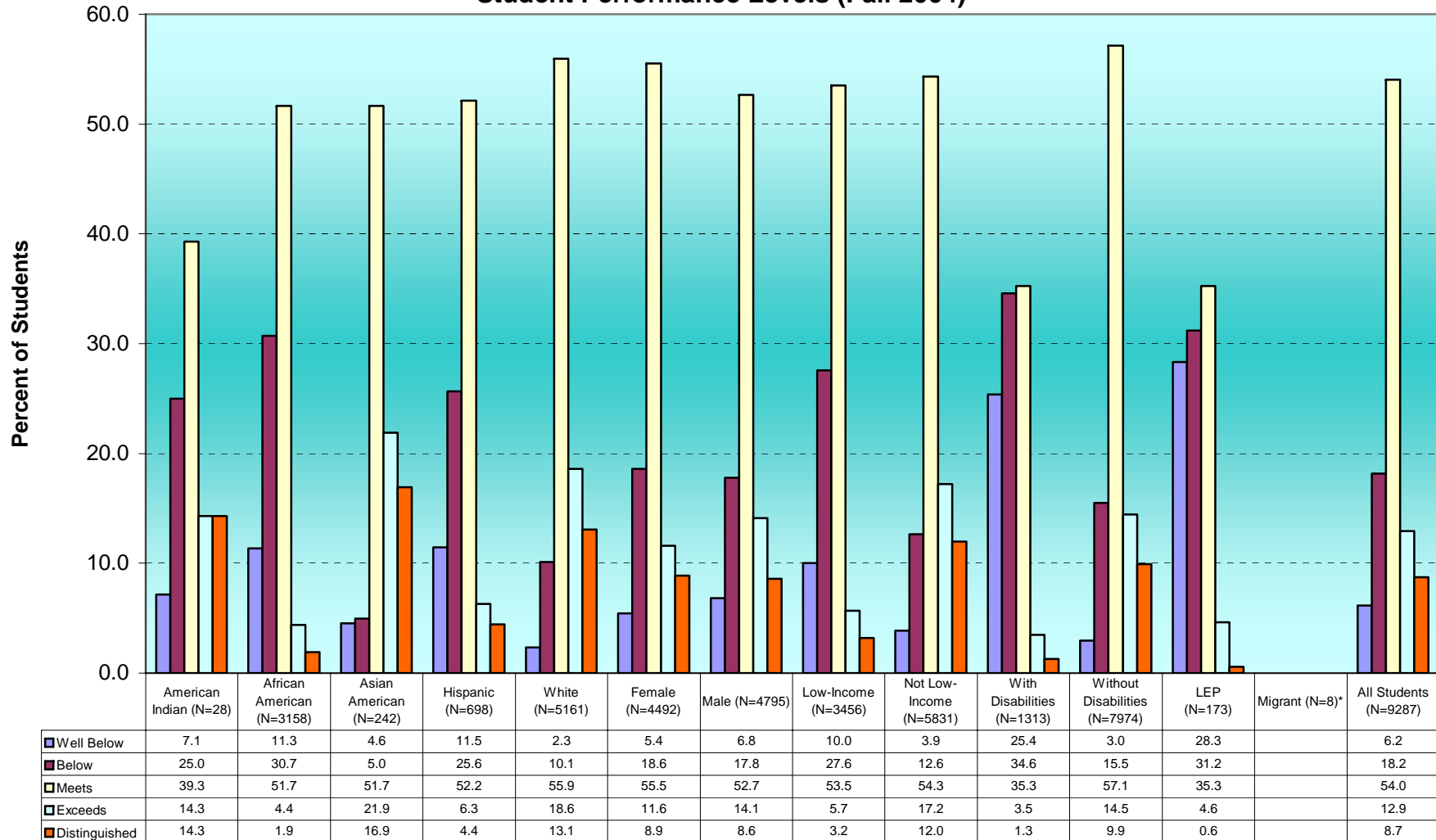
The number of students who were eligible to participate in the DSTP who were not tested

Table 19
State Level Disaggregations Grade 4 Science
Student Performance Levels (Fall 2004)



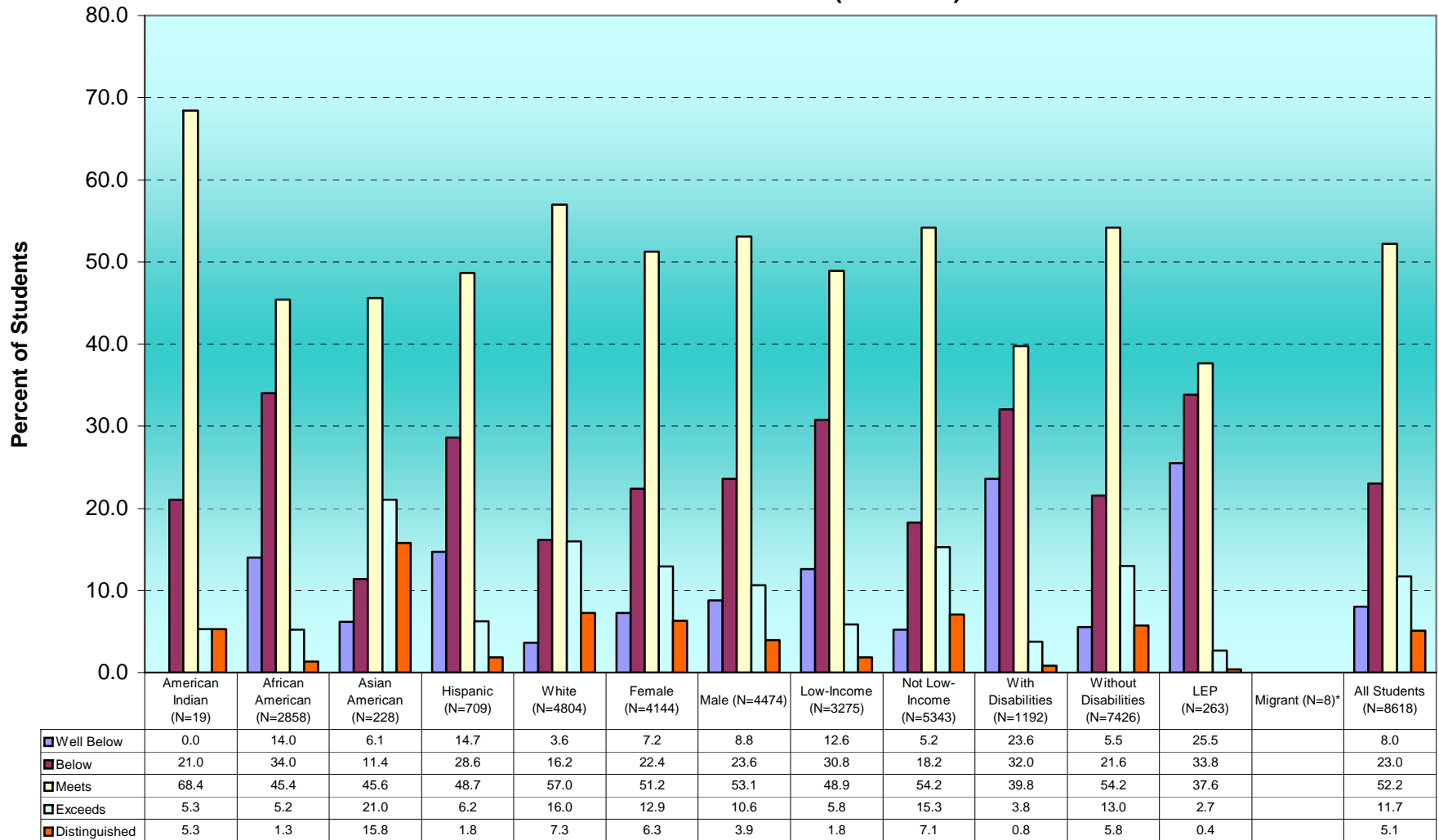
* Data Not Provided For Student Categories With <15

Table 20
State Level Disaggregations Grade 6 Science
Student Performance Levels (Fall 2004)



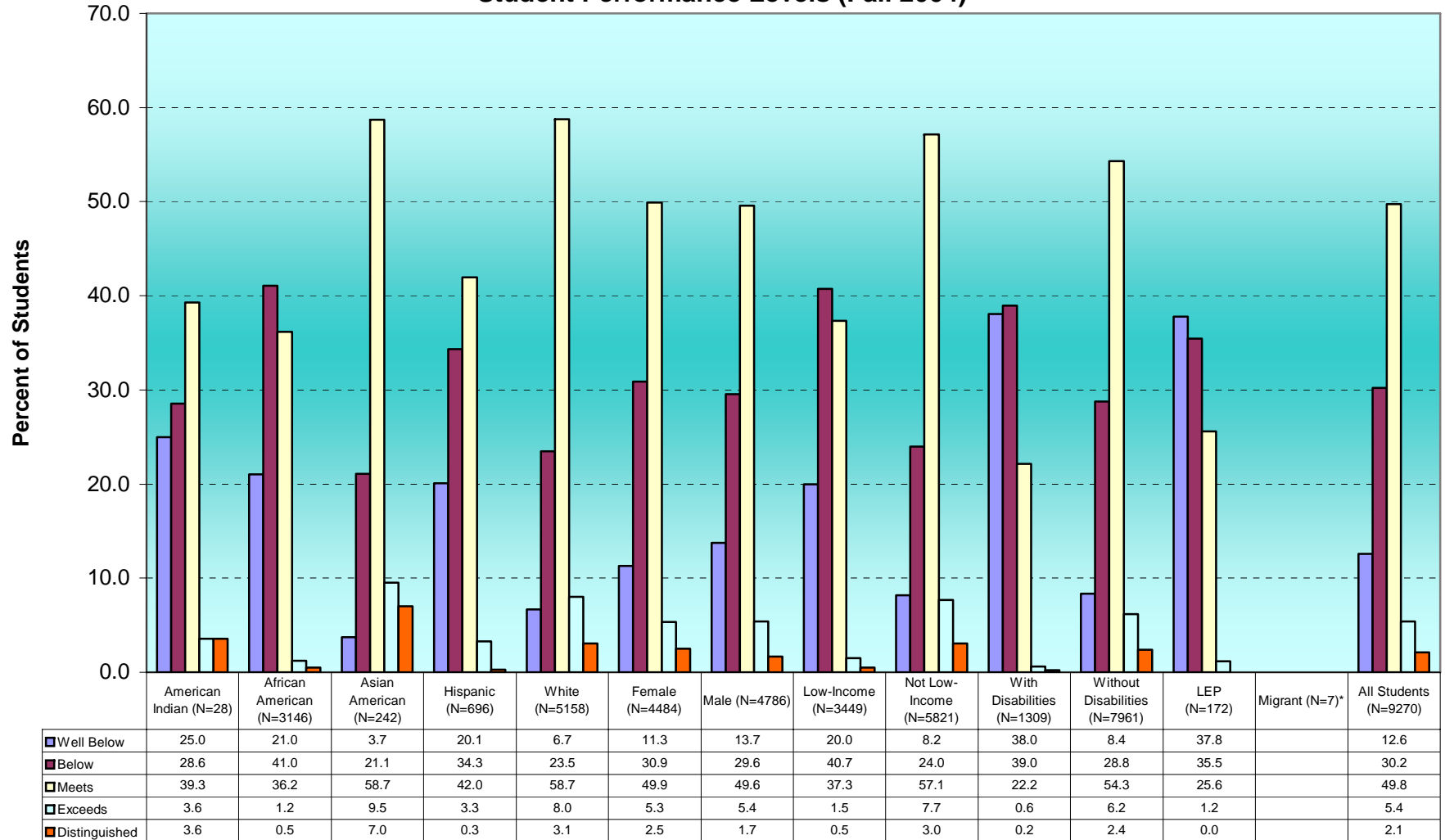
* Data Not Provided For Student Categories With <15

Table 21
State Level Disaggregations Grade 4 Social Studies
Student Performance Levels (Fall 2004)



* Data Not Provided For Student Categories With <15

Table 22
State Level Disaggregations Grade 6 Social Studies
Student Performance Levels (Fall 2004)



* Data Not Provided For Student Categories With <15

DELAWARE DEPARTMENT OF EDUCATION

DSTP State Summary Report, Spring 2004 Administration

Science & Social Studies

DISAGGREGATED DATA

The following tables contain the Spring 2004 DSTP science and social studies disaggregated data at the state level. Results are not published unless the number of students contributing to a score (N) is at least 15. Additional disaggregated data are available on the DSTP web site at <http://www.doe.k12.de.us/aab>.

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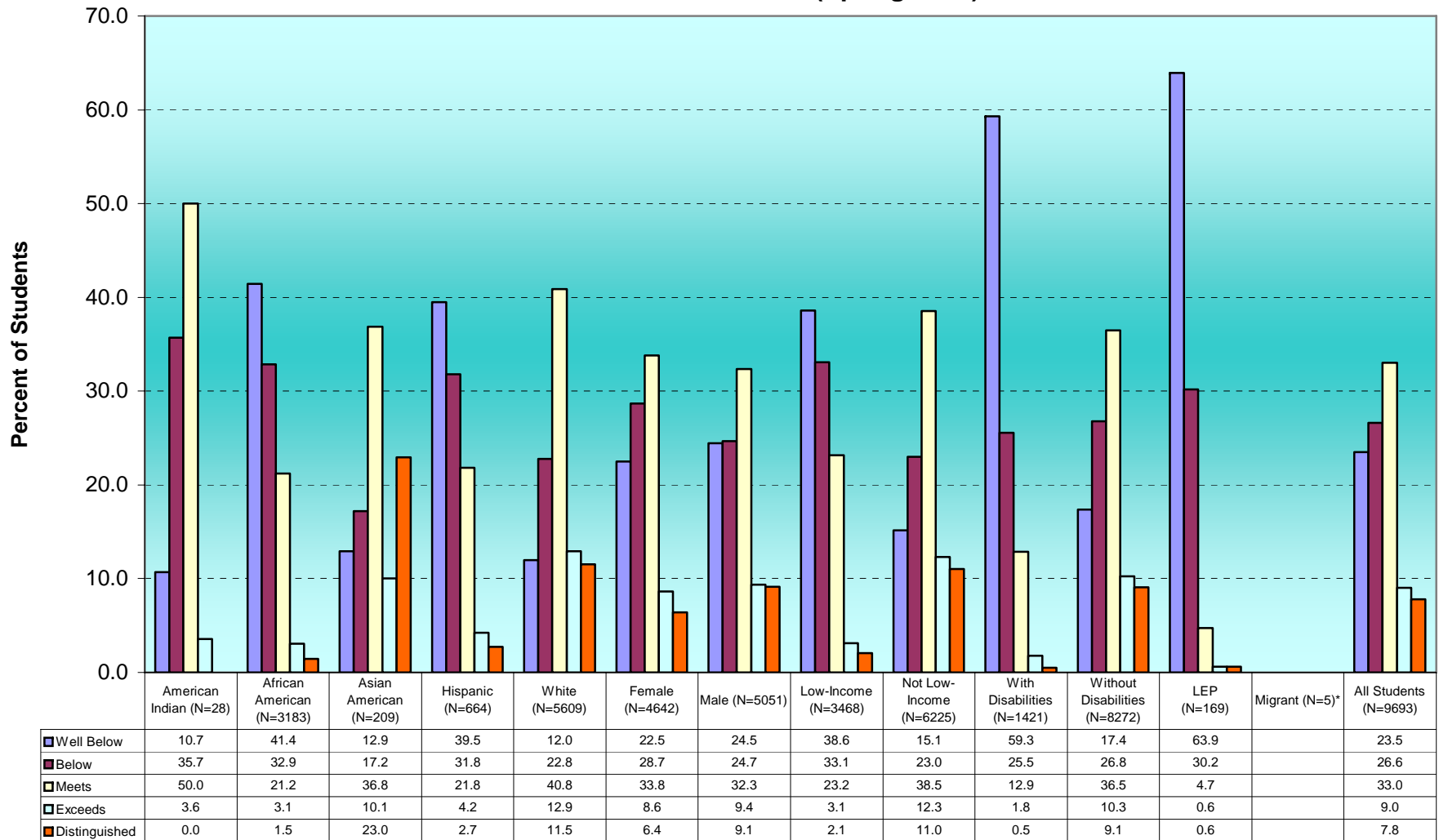
Student Performance Levels:

DSTP Student Performance Levels	
Category	Description
Distinguished	Excellent performance
Exceeds	Very good performance
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Participation:

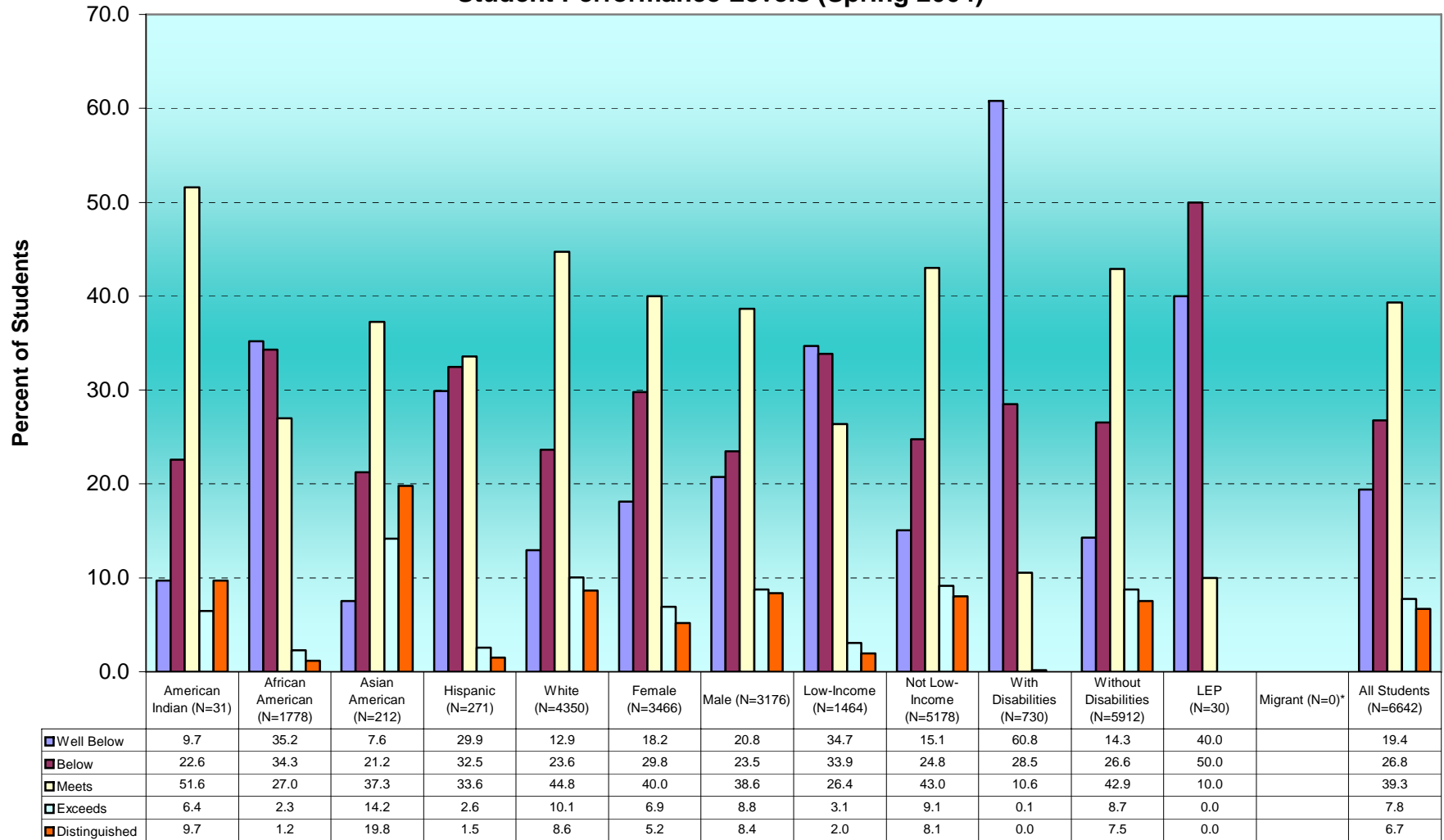
The number of students who were eligible to participate in the DSTP who were not tested

Table 23
State Level Disaggregations Grade 8 Science
Student Performance Levels (Spring 2004)



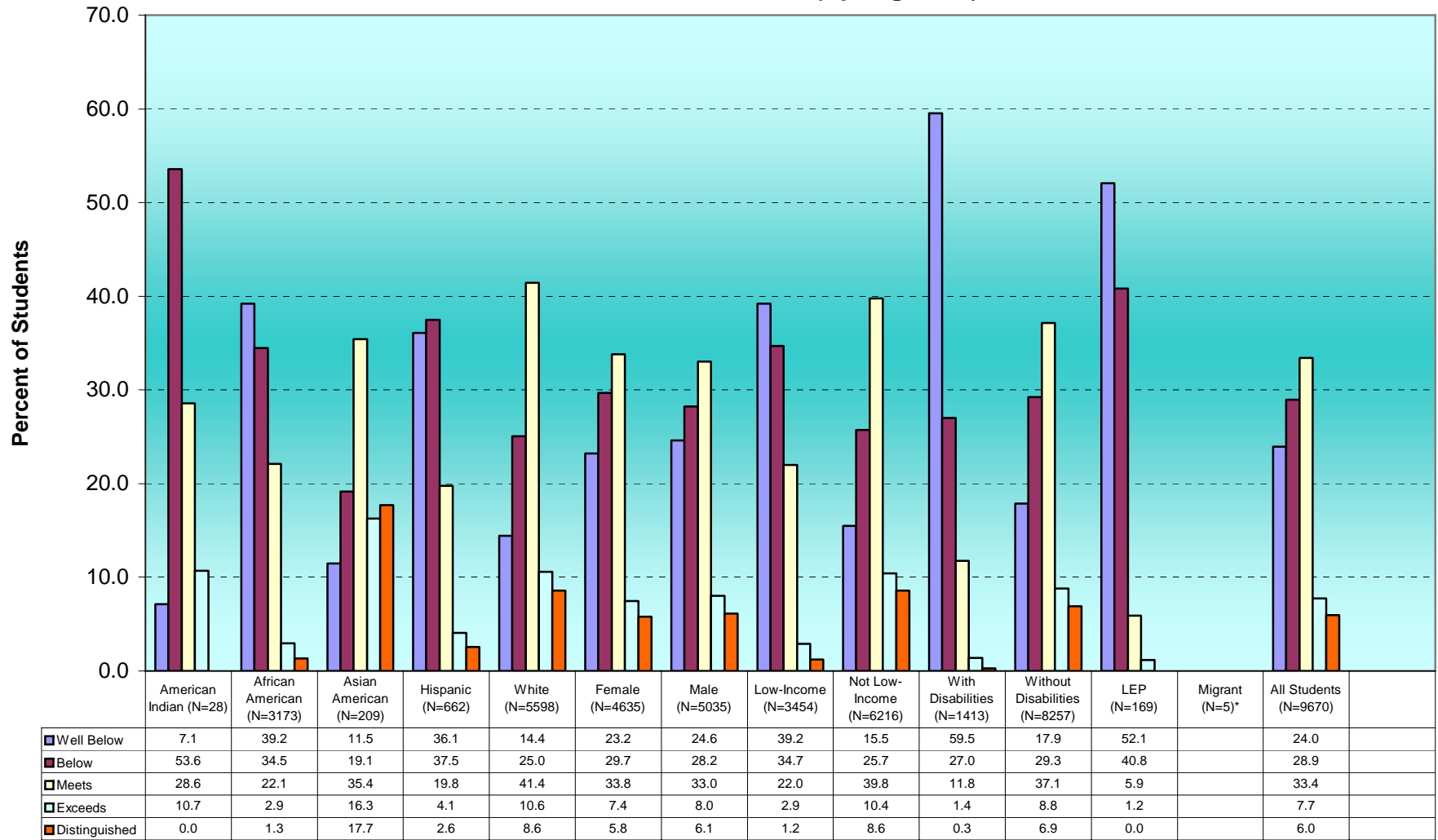
* Data Not Provided For Student Categories With <15

Table 24
State Level Disaggregations Grade 11 Science
Student Performance Levels (Spring 2004)



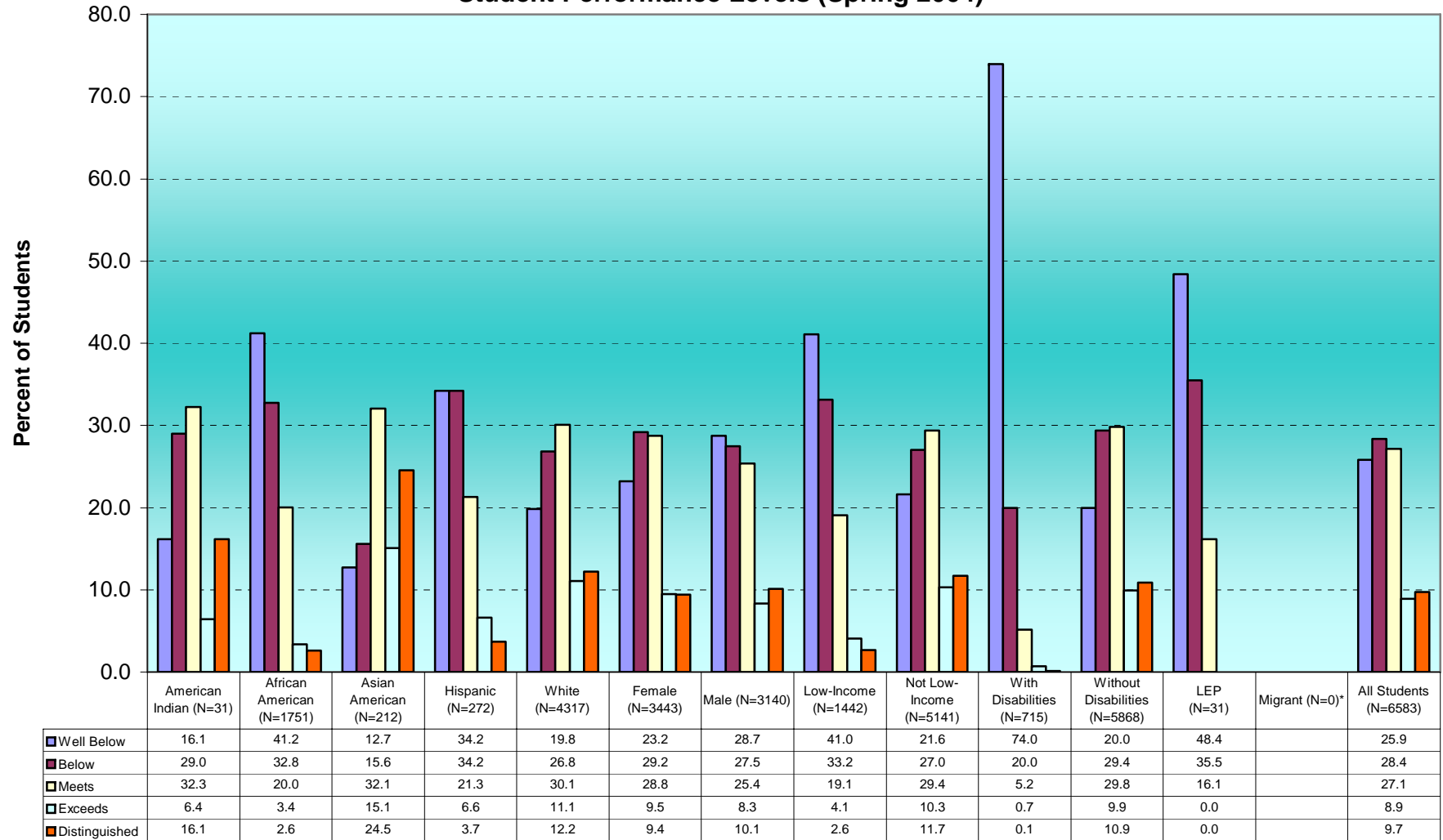
* Data Not Provided For Student Categories With <15

Table 25
State Level Disaggregations Grade 8 Social Studies
Student Performance Levels (Spring 2004)



* Data Not Provided For Student Categories With <15

Table 26
State Level Disaggregations Grade 11 Social Studies
Student Performance Levels (Spring 2004)



* Data Not Provided For Student Categories With <15

**DELAWARE ALTERNATE PORTFOLIO ASSESSMENT
(DAPA) SPRING, 2005 DISAGGREGATED RESULTS**

GUIDE TO UNDERSTANDING 2004-2005 DELAWARE ALTERNATE PORTFOLIO ASSESSMENT (DAPA) SCORES

Purpose of the DAPA

The purpose of the DAPA is two-fold. First, it provides a record for monitoring student progress and performance across several curriculum domains. The second purpose is to provide a measure of program accountability so that schools and programs are measured consistently across the state against standards developed by Delaware's stakeholders, including parents, teachers, and administrators.

Eligibility

The IEP team must clearly document the basis for including a student in the DAPA. Performance across multiple settings in the areas of academics, communication, cognition, social competence, recreation or leisure, domestic community living, and vocational skills must be considered. There must be continuous assessment of progress on IEP goals and objectives. The student must demonstrate cognitive ability and adaptive skill levels which prevent completion of the academic curricula even with modifications and accommodation.

Scoring Process

Portfolios were scored during the summer of 2005 by a group of trained Delaware educators. The job of portfolio scorers was to verify each domain entry using a scoring rubric, which is a rating system that specifies the criteria for scoring portfolios. Scorers looked for evidence of learning opportunities that were presented in five dimensions of the scoring rubric: Activity, Independence, Supports, Settings, and Interactions. Two trained teachers independently scored each domain entry based upon the scoring rubric. Then, the two scores were compared. If the two scorers disagreed, the domain entry was discussed. If necessary, a third scorer or committee reviewed the entry before the final score was decided.

Accountability

Assessment scores are assigned in the academic areas of reading and mathematics. For student accountability purposes, the student gets the DAPA score earned no matter whether the assessment was under aggregable or non-aggregable (the assessment is modified in such a way, that the score can no longer be directly compared to scores of students testing under standard conditions) conditions. The student's score is not affected in any way by taking the test with non-aggregable accommodations.

For school, district, and state accountability purposes, the school, district, and state receives the same credit for a student's non-aggregable score as it does for an aggregable score.

Reading 2005
Statewide By Test Year, Grade, Student Group

DAPA Grade	Gender	Number of Students	Reading N Count	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL 1	Percent at Reading PL 2	Percent at Reading PL 3	Percent at Reading PL 4	Percent at Reading PL 5	Percent at Reading PL 0	Percent Exempted for Reading
Grade 3	Female	16	10	70	30	30	0	10	20	40	0	37.5
	Male	47	42	85.71	14.29	4.76	9.52	2.38	30.95	52.38	0	8.51
Grade 5	Female	38	36	80.56	19.44	11.11	8.33	11.11	13.89	55.56	0	5.26
	Male	61	57	92.98	7.02	0	7.02	1.75	31.58	59.65	0	6.56
Grade 8	Female	38	35	71.43	28.57	20	8.57	11.43	14.29	45.71	0	7.89
	Male	93	85	65.88	34.12	23.53	10.59	10.59	17.65	37.65	1.08	7.53
Grade 10	Female	55	50	90	10	8	2	20	18	52	3.64	5.45
	Male	76	70	80	20	11.43	8.57	21.43	14.29	44.29	6.58	1.32
Grade 3	Educable Mentally Handicapped	8	-	-	-	-	-	-	-	-	-	-
	Learning Disability	1	-	-	-	-	-	-	-	-	-	-
	Trainable Mentally Handicapped	14	-	-	-	-	-	-	-	-	-	-
	Severely Mentally Handicapped	2	-	-	-	-	-	-	-	-	-	-
	Physically Impaired	2	-	-	-	-	-	-	-	-	-	-
	PI - Sensory Impairment	11	-	-	-	-	-	-	-	-	-	-
	Autistic	23	20	95	5	0	5	5	35	55	0	8.7
	Deaf and Blind	2	-	-	-	-	-	-	-	-	-	-
Grade 5	Educable Mentally Handicapped	17	16	93.75	6.25	0	6.25	6.25	18.75	68.75	0	5.88
	Learning Disability	3	-	-	-	-	-	-	-	-	-	-
	Trainable Mentally Handicapped	37	35	77.14	22.86	5.71	17.14	2.86	17.14	57.14	0	5.41
	Severely Mentally Handicapped	6	-	-	-	-	-	-	-	-	-	-
	Physically Impaired	4	-	-	-	-	-	-	-	-	-	-
	PI - Attention Deficit/Hyperactivity Dis	2	-	-	-	-	-	-	-	-	-	-
	PI - Sensory Impairment	8	-	-	-	-	-	-	-	-	-	-
	Autistic	22	21	100	0	0	0	0	47.62	52.38	0	4.55

**Reading 2005
Statewide By Test Year, Grade, Student Group**

DAPA Grade	Gender	Number of Students	Reading N Count	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL 1	Percent at Reading PL 2	Percent at Reading PL 3	Percent at Reading PL 4	Percent at Reading PL 5	Percent at Reading PL 0	Percent Exempted for Reading	
Grade 8	Educable Mentally Handicapped	40	35	42.86	57.14	42.86	14.29	0	5.71	37.14	2.5	10	
	Seriously Emotionally	1	-	-	-	-	-	-	-	-	-	-	
	Learning Disability	11	-	-	-	-	-	-	-	-	-	-	
	Trainable Mentally Handicapped	36	35	77.14	22.86	11.43	11.43	14.29	20	42.86	0	2.78	
	Severely Mentally Handicapped	9	-	-	-	-	-	-	-	-	-	-	
	Physically Impaired	1	-	-	-	-	-	-	-	-	-	-	
	PI - Attention Deficit/Hyperactivity Dis	1	-	-	-	-	-	-	-	-	-	-	
	PI - Sensory Impairment	5	-	-	-	-	-	-	-	-	-	-	
	Hard of Hearing - Partially Deaf	5	-	-	-	-	-	-	-	-	-	-	
	Autistic	19	18	94.44	5.56	5.56	0	11.11	16.67	66.67	0	5.26	
	Deaf and Blind	3	-	-	-	-	-	-	-	-	-	-	
	Grade 10	Educable Mentally Handicapped	37	34	70.59	29.41	17.65	11.76	29.41	14.71	26.47	0	8.11
		Seriously Emotionally	1	-	-	-	-	-	-	-	-	-	-
Learning Disability		4	-	-	-	-	-	-	-	-	-	-	
Trainable Mentally Handicapped		40	35	97.14	2.86	0	2.86	20	17.14	60	12.5	0	
Severely Mentally Handicapped		11	-	-	-	-	-	-	-	-	-	-	
Physically Impaired		7	-	-	-	-	-	-	-	-	-	-	
PI - Attention Deficit/Hyperactivity Dis		1	-	-	-	-	-	-	-	-	-	-	
PI - Sensory Impairment		14	-	-	-	-	-	-	-	-	-	-	
Autistic		14	-	-	-	-	-	-	-	-	-	-	
Deaf and Blind	2	-	-	-	-	-	-	-	-	-	-		
Grade 3	African American	26	19	89.47	10.53	0	10.53	5.26	26.32	57.89	0	26.92	
	Hispanic	5	-	-	-	-	-	-	-	-	-	-	
	White	30	26	88.46	11.54	3.85	7.69	3.85	34.62	50	0	10	
	Asian American	2	-	-	-	-	-	-	-	-	-	-	
Grade 5	African American	41	39	89.74	10.26	5.13	5.13	7.69	17.95	64.1	0	4.88	
	Hispanic	3	-	-	-	-	-	-	-	-	-	-	
	White	54	50	86	14	4	10	4	26	56	0	7.41	
	Asian American	1	-	-	-	-	-	-	-	-	-	-	
Grade 8	African American	56	51	62.75	37.25	27.45	9.8	11.76	15.69	35.29	0	8.93	
	Hispanic	12	-	-	-	-	-	-	-	-	-	-	
	White	59	55	70.91	29.09	20	9.09	10.91	12.73	47.27	1.69	5.08	
	Asian American	4	-	-	-	-	-	-	-	-	-	-	
Grade 10	African American	56	52	75	25	15.38	9.62	25	9.62	40.38	5.36	1.79	
	Hispanic	3	-	-	-	-	-	-	-	-	-	-	
	White	68	63	90.48	9.52	6.35	3.17	17.46	22.22	50.79	2.94	4.41	
	Asian American	4	-	-	-	-	-	-	-	-	-	-	

Reading 2005
Statewide By Test Year, Grade, Student Group

DAPA Grade	Gender	Number of Students	Reading N Count	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL 1	Percent at Reading PL 2	Percent at Reading PL 3	Percent at Reading PL 4	Percent at Reading PL 5	Percent at Reading PL 0	Percent Exempted for Reading
Grade 3	Low-Income	29	24	79.17	20.83	12.5	8.33	4.17	29.17	45.83	0	17.24
	Not Low-Income	34	28	85.71	14.29	7.14	7.14	3.57	28.57	53.57	0	14.71
Grade 5	Low-Income	48	46	89.13	10.87	4.35	6.52	6.52	21.74	60.87	0	4.17
	Not Low-Income	51	47	87.23	12.77	4.26	8.51	4.26	27.66	55.32	0	7.84
Grade 8	Low-Income	75	69	60.87	39.13	28.99	10.14	10.14	15.94	34.78	0	8
	Not Low-Income	56	51	76.47	23.53	13.73	9.8	11.76	17.65	47.06	1.79	7.14
Grade 10	Low-Income	62	58	84.48	15.52	10.34	5.17	18.97	17.24	48.28	3.23	3.23
	Not Low-Income	69	62	83.87	16.13	9.68	6.45	22.58	14.52	46.77	7.25	2.9
Grade 3	LEP	1	-	-	-	-	-	-	-	-	-	-
Grade 3	Not LEP	62	51	82.35	17.65	9.8	7.84	3.92	29.41	49.02	0	16.13
Grade 5	Not LEP	99	93	88.17	11.83	4.3	7.53	5.38	24.73	58.06	0	6.06
Grade 8	LEP	5	-	-	-	-	-	-	-	-	-	-
Grade 8	Not LEP	126	115	69.57	30.43	21.74	8.7	11.3	17.39	40.87	0.79	7.94
Grade 10	Not LEP	131	120	84.17	15.83	10	5.83	20.83	15.83	47.5	5.34	3.05

Writing 2005
Statewide By Test Year, Grade, Student Group

DAPA Grade	Gender	Number of Students	Reading N Count	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL 1	Percent at Reading PL 2	Percent at Reading PL 3	Percent at Reading PL 4	Percent at Reading PL 5	Percent at Reading PL 0	Percent Exempted for Reading
Grade 3	Female	16	10	70	30	30		10	20	40		37.5
	Male	47	42	85.71	14.29	4.76	9.52	2.38	30.95	52.38		8.51
Grade 5	Female	38	36	80.56	19.44	11.11	8.33	11.11	13.89	55.56		5.26
	Male	61	57	92.98	7.02		7.02	1.75	31.58	59.65		6.56
Grade 8	Female	38	35	71.43	28.57	20	8.57	11.43	14.29	45.71		7.89
	Male	93	85	65.88	34.12	23.53	10.59	10.59	17.65	37.65	1.08	7.53
Grade 10	Female	55	50	90	10	8	2	20	18	52	3.64	5.45
	Male	76	70	80	20	11.43	8.57	21.43	14.29	44.29	6.58	1.32
Grade 3	Educable Mentally Handicapped	8	-	-	-	-	-	-	-	-	-	-
	Learning Disability	1	-	-	-	-	-	-	-	-	-	-
	Trainable Mentally Handicapped	14	-	-	-	-	-	-	-	-	-	-
	Severely Mentally Handicapped	2	-	-	-	-	-	-	-	-	-	-
	Physically Impaired	2	-	-	-	-	-	-	-	-	-	-
	PI - Sensory Impairment	11	-	-	-	-	-	-	-	-	-	-
	Autistic	23	20	95	5		5	5	35	55		8.7
Grade 5	Deaf and Blind	2	-	-	-	-	-	-	-	-	-	-
	Educable Mentally Handicapped	17	16	93.75	6.25		6.25	6.25	18.75	68.75		5.88
	Learning Disability	3	-	-	-	-	-	-	-	-	-	-
	Trainable Mentally Handicapped	37	35	77.14	22.86	5.71	17.14	2.86	17.14	57.14		5.41
	Severely Mentally Handicapped	6	-	-	-	-	-	-	-	-	-	-
	Physically Impaired	4	-	-	-	-	-	-	-	-	-	-
	PI - Attention Deficit/Hyperactivity Dis	2	-	-	-	-	-	-	-	-	-	-
	PI - Sensory Impairment	8	-	-	-	-	-	-	-	-	-	-
Autistic	22	21	100					47.62	52.38		4.55	

Writing 2005
Statewide By Test Year, Grade, Student Group

DAPA Grade	Gender	Number of Students	Reading N Count	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL 1	Percent at Reading PL 2	Percent at Reading PL 3	Percent at Reading PL 4	Percent at Reading PL 5	Percent at Reading PL 0	Percent Exempted for Reading	
Grade 8	Educable Mentally Handicapped	40	35	42.86	57.14	42.86	14.29		5.71	37.14	2.5	10	
	Seriously Emotionally	1	-	-	-	-	-	-	-	-	-	-	
	Learning Disability	11	-	-	-	-	-	-	-	-	-	-	
	Trainable Mentally Handicapped	36	35	77.14	22.86	11.43	11.43	14.29	20	42.86		2.78	
	Severely Mentally Handicapped	9	-	-	-	-	-	-	-	-	-	-	
	Physically Impaired	1	-	-	-	-	-	-	-	-	-	-	
	PI - Attention Deficit/Hyperactivity	1	-	-	-	-	-	-	-	-	-	-	
	PI - Sensory Impairment	5	-	-	-	-	-	-	-	-	-	-	
	Hard of Hearing - Partially Deaf	5	-	-	-	-	-	-	-	-	-	-	
	Autistic	19	18	94.44	5.56	5.56		11.11	16.67	66.67		5.26	
	Deaf and Blind	3	-	-	-	-	-	-	-	-	-	-	
	Grade 10	Educable Mentally Handicapped	37	34	70.59	29.41	17.65	11.76	29.41	14.71	26.47		8.11
		Seriously Emotionally	1	-	-	-	-	-	-	-	-	-	-
Learning Disability		4	-	-	-	-	-	-	-	-	-	-	
Trainable Mentally Handicapped		40	35	97.14	2.86		2.86	20	17.14	60	12.5		
Severely Mentally Handicapped		11	-	-	-	-	-	-	-	-	-	-	
Physically Impaired		7	-	-	-	-	-	-	-	-	-	-	
PI - Attention Deficit/Hyperactivity Dis		1	-	-	-	-	-	-	-	-	-	-	
PI - Sensory Impairment		14	-	-	-	-	-	-	-	-	-	-	
Autistic		14	-	-	-	-	-	-	-	-	-	-	
Deaf and Blind		2	-	-	-	-	-	-	-	-	-	-	
Grade 3	African American	26	19	89.47	10.53		10.53	5.26	26.32	57.89		26.92	
	Hispanic	5	-	-	-	-	-	-	-	-	-	-	
	White	30	26	88.46	11.54	3.85	7.69	3.85	34.62	50		10	
	Asian American	2	-	-	-	-	-	-	-	-	-	-	
Grade 5	African American	41	39	89.74	10.26	5.13	5.13	7.69	17.95	64.1		4.88	
	Hispanic	3	-	-	-	-	-	-	-	-	-	-	
	White	54	50	86	14	4	10	4	26	56		7.41	
	Asian American	1	-	-	-	-	-	-	-	-	-	-	
Grade 8	African American	56	51	62.75	37.25	27.45	9.8	11.76	15.69	35.29		8.93	
	Hispanic	12	-	-	-	-	-	-	-	-	-	-	
	White	59	55	70.91	29.09	20	9.09	10.91	12.73	47.27	1.69	5.08	
	Asian American	4	-	-	-	-	-	-	-	-	-	-	
Grade 10	African American	56	52	75	25	15.38	9.62	25	9.62	40.38	5.36	1.79	
	Hispanic	3	-	-	-	-	-	-	-	-	-	-	
	White	68	63	90.48	9.52	6.35	3.17	17.46	22.22	50.79	2.94	4.41	
	Asian American	4	-	-	-	-	-	-	-	-	-	-	

Writing 2005
Statewide By Test Year, Grade, Student Group

DAPA Grade	Gender	Number of Students	Reading N Count	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL 1	Percent at Reading PL 2	Percent at Reading PL 3	Percent at Reading PL 4	Percent at Reading PL 5	Percent at Reading PL 0	Percent Exempted for Reading
Grade 3	Low-Income	29	24	79.17	20.83	12.5	8.33	4.17	29.17	45.83		17.24
	Not Low-Income	34	28	85.71	14.29	7.14	7.14	3.57	28.57	53.57		14.71
Grade 5	Low-Income	48	46	89.13	10.87	4.35	6.52	6.52	21.74	60.87		4.17
	Not Low-Income	51	47	87.23	12.77	4.26	8.51	4.26	27.66	55.32		7.84
Grade 8	Low-Income	75	69	60.87	39.13	28.99	10.14	10.14	15.94	34.78		8
	Not Low-Income	56	51	76.47	23.53	13.73	9.8	11.76	17.65	47.06	1.79	7.14
Grade 10	Low-Income	62	58	84.48	15.52	10.34	5.17	18.97	17.24	48.28	3.23	3.23
	Not Low-Income	69	62	83.87	16.13	9.68	6.45	22.58	14.52	46.77	7.25	2.9
Grade 3	LEP	1	-	-	-	-	-	-	-	-	-	-
Grade 3	Not LEP	62	51	82.35	17.65	9.8	7.84	3.92	29.41	49.02		16.13
Grade 5	Not LEP	99	93	88.17	11.83	4.3	7.53	5.38	24.73	58.06		6.06
Grade 8	LEP	5	-	-	-	-	-	-	-	-	-	-
Grade 8	Not LEP	126	115	69.57	30.43	21.74	8.7	11.3	17.39	40.87	0.79	7.94
Grade 10	Not LEP	131	120	84.17	15.83	10	5.83	20.83	15.83	47.5	5.34	3.05

Math 2005
Statewide By Test Year, Grade, Student Group

DAPA Grade	Gender	Number of Students	Reading N Count	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL 1	Percent at Reading PL 2	Percent at Reading PL 3	Percent at Reading PL 4	Percent at Reading PL 5	Percent at Reading PL 0	Percent Exempted for Reading
Grade 3	Female	16	10	60	40	30	10	20	10	30	0	37.5
	Male	47	43	86.05	13.95	6.98	6.98	4.65	30.23	51.16	0	8.51
Grade 5	Female	38	36	80.56	19.44	11.11	8.33	11.11	11.11	58.33	0	5.26
	Male	61	57	92.98	7.02	0	7.02	1.75	33.33	57.89	0	6.56
Grade 8	Female	38	35	71.43	28.57	20	8.57	14.29	14.29	42.86	0	7.89
	Male	93	85	65.88	34.12	24.71	9.41	16.47	14.12	35.29	1.08	7.53
Grade 10	Female	55	50	84	16	8	8	12	18	54	3.64	5.45
	Male	76	70	78.57	21.43	8.57	12.86	18.57	15.71	44.29	6.58	1.32
Grade 3	Educable Mentally Handicapped	8	-	-	-	-	-	-	-	-	-	-
	Learning Disability	1	-	-	-	-	-	-	-	-	-	-
	Trainable Mentally Handicapped	14	-	-	-	-	-	-	-	-	-	-
	Severely Mentally Handicapped	2	-	-	-	-	-	-	-	-	-	-
	Physically Impaired	2	-	-	-	-	-	-	-	-	-	-
	PI - Sensory Impairment	11	-	-	-	-	-	-	-	-	-	-
	Autistic	23	21	95.24	4.76	0	4.76	4.76	38.1	52.38	0	8.7
	Deaf and Blind	2	-	-	-	-	-	-	-	-	-	-
Grade 5	Educable Mentally Handicapped	17	16	93.75	6.25	0	6.25	6.25	12.5	75	0	5.88
	Learning Disability	3	-	-	-	-	-	-	-	-	-	-
	Trainable Mentally Handicapped	37	35	77.14	22.86	5.71	17.14	2.86	17.14	57.14	0	5.41
	Severely Mentally Handicapped	6	-	-	-	-	-	-	-	-	-	-
	Physically Impaired	4	-	-	-	-	-	-	-	-	-	-
	PI - Attention Deficit/Hyperactivity Dis	2	-	-	-	-	-	-	-	-	-	-
	PI - Sensory Impairment	8	-	-	-	-	-	-	-	-	-	-
	Autistic	22	21	100	0	0	0	0	47.62	52.38	0	4.55

**Math 2005
Statewide By Test Year, Grade, Student Group**

DAPA Grade	Gender	Number of Students	Reading N Count	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL 1	Percent at Reading PL 2	Percent at Reading PL 3	Percent at Reading PL 4	Percent at Reading PL 5	Percent at Reading PL 0	Percent Exempted for Reading
Grade 8	Educable Mentally Handicapped	40	35	42.86	57.14	42.86	14.29	2.86	0	40	2.5	10
	Seriously Emotionally	1	-	-	-	-	-	-	-	-	-	-
	Learning Disability	11	-	-	-	-	-	-	-	-	-	-
	Trainable Mentally Handicapped	36	35	77.14	22.86	11.43	11.43	25.71	11.43	40	0	2.78
	Severely Mentally Handicapped	9	-	-	-	-	-	-	-	-	-	-
	Physically Impaired	1	-	-	-	-	-	-	-	-	-	-
	PI - Attention Deficit/Hyperactivity Dis	1	-	-	-	-	-	-	-	-	-	-
	PI - Sensory Impairment	5	-	-	-	-	-	-	-	-	-	-
	Hard of Hearing - Partially Deaf	5	-	-	-	-	-	-	-	-	-	-
	Autistic	19	18	94.44	5.56	5.56	0	0	22.22	72.22	0	5.26
	Deaf and Blind	3	-	-	-	-	-	-	-	-	-	-
	Grade 10	Educable Mentally Handicapped	37	34	70.59	29.41	11.76	17.65	17.65	23.53	29.41	0
Seriously Emotionally		1	-	-	-	-	-	-	-	-	-	-
Learning Disability		4	-	-	-	-	-	-	-	-	-	-
Trainable Mentally Handicapped		40	35	94.29	5.71	0	5.71	20	17.14	57.14	12.5	0
Severely Mentally Handicapped		11	-	-	-	-	-	-	-	-	-	-
Physically Impaired		7	-	-	-	-	-	-	-	-	-	-
PI - Attention Deficit/Hyperactivity Dis		1	-	-	-	-	-	-	-	-	-	-
PI - Sensory Impairment		14	-	-	-	-	-	-	-	-	-	-
Autistic		14	-	-	-	-	-	-	-	-	-	-
Deaf and Blind		2	-	-	-	-	-	-	-	-	-	-
Grade 3	African American	26	19	89.47	10.53	5.26	5.26	10.53	21.05	57.89	0	26.92
	Hispanic	5	-	-	-	-	-	-	-	-	-	-
	White	30	27	85.19	14.81	3.7	11.11	7.41	33.33	44.44	0	10
	Asian American	2	-	-	-	-	-	-	-	-	-	-
Grade 5	African American	41	39	89.74	10.26	5.13	5.13	7.69	15.38	66.67	0	4.88
	Hispanic	3	-	-	-	-	-	-	-	-	-	-
	White	54	50	86	14	4	10	4	28	54	0	7.41
	Asian American	1	-	-	-	-	-	-	-	-	-	-
Grade 8	African American	56	51	58.82	41.18	31.37	9.8	17.65	11.76	29.41	0	8.93
	Hispanic	12	-	-	-	-	-	-	-	-	-	-
	White	59	55	76.36	23.64	18.18	5.45	16.36	12.73	47.27	1.69	5.08
	Asian American	4	-	-	-	-	-	-	-	-	-	-
Grade 10	African American	56	52	75	25	13.46	11.54	19.23	15.38	40.38	5.36	1.79
	Hispanic	3	-	-	-	-	-	-	-	-	-	-
	White	68	63	84.13	15.87	4.76	11.11	14.29	19.05	50.79	2.94	4.41
	Asian American	4	-	-	-	-	-	-	-	-	-	-

Math 2005
Statewide By Test Year, Grade, Student Group

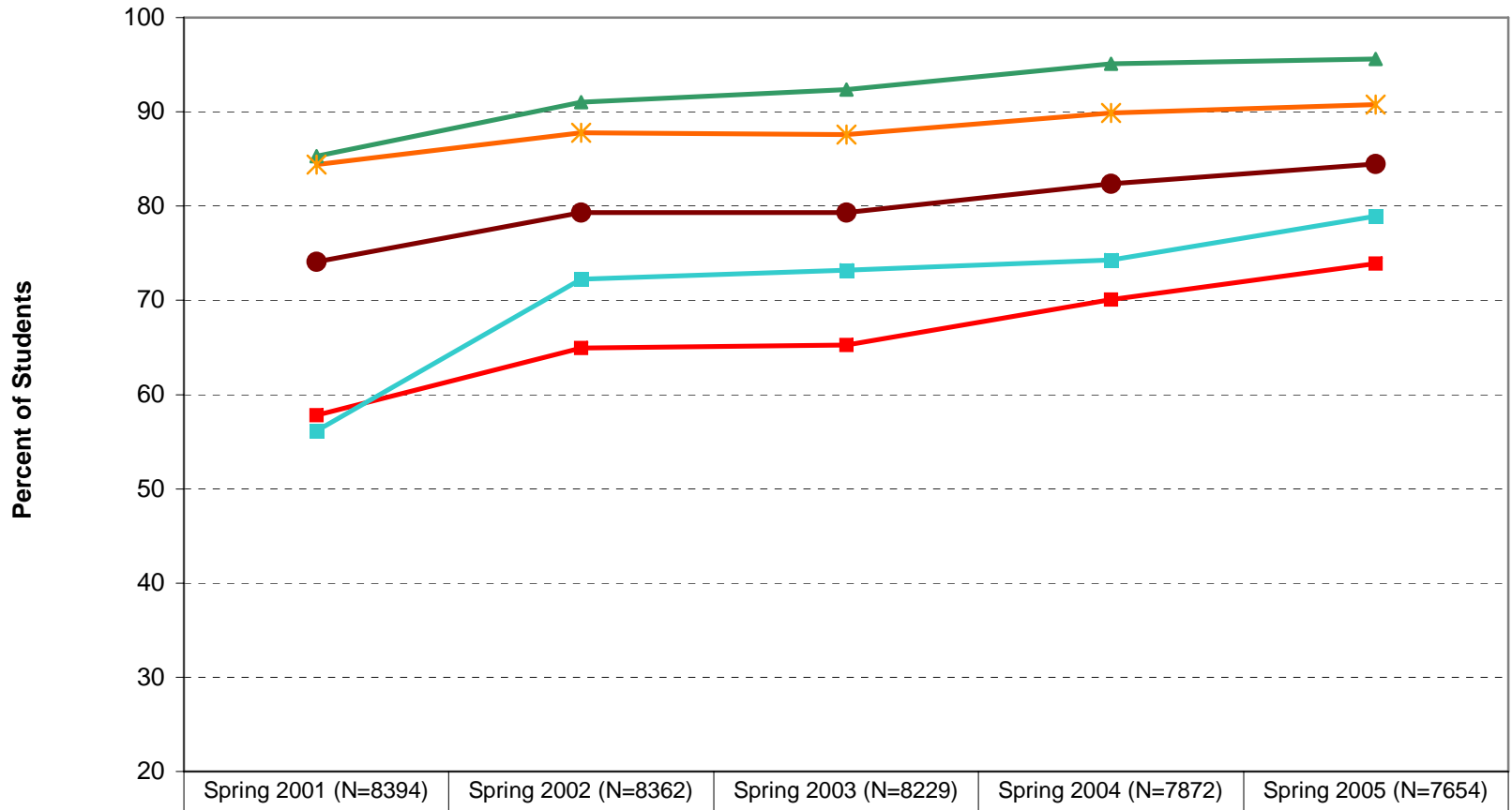
DAPA Grade	Gender	Number of Students	Reading N Count	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL 1	Percent at Reading PL 2	Percent at Reading PL 3	Percent at Reading PL 4	Percent at Reading PL 5	Percent at Reading PL 0	Percent Exempted for Reading
Grade 3	Low-Income	29	24	79.17	20.83	16.67	4.17	12.5	20.83	45.83	0	17.24
	Not Low-Income	34	29	82.76	17.24	6.9	10.34	3.45	31.03	48.28	0	14.71
Grade 5	Low-Income	48	46	89.13	10.87	4.35	6.52	6.52	21.74	60.87	0	4.17
	Not Low-Income	51	47	87.23	12.77	4.26	8.51	4.26	27.66	55.32	0	7.84
Grade 8	Low-Income	75	69	65.22	34.78	27.54	7.25	15.94	11.59	37.68	0	8
	Not Low-Income	56	51	70.59	29.41	17.65	11.76	15.69	17.65	37.25	1.79	7.14
Grade 10	Low-Income	62	58	84.48	15.52	6.9	8.62	18.97	18.97	46.55	3.23	3.23
	Not Low-Income	69	62	77.42	22.58	9.68	12.9	12.9	14.52	50	7.25	2.9
Grade 3	LEP	1	-	-	-	-	-	-	-	-	-	-
Grade 3	Not LEP	62	52	80.77	19.23	11.54	7.69	7.69	26.92	46.15	0	16.13
Grade 5	Not LEP	99	93	88.17	11.83	4.3	7.53	5.38	24.73	58.06	0	6.06
Grade 8	LEP	5	-	-	-	-	-	-	-	-	-	-
Grade 8	Not LEP	126	115	69.57	30.43	22.61	7.83	16.52	14.78	38.26	0.79	7.94
Grade 10	Not LEP	131	120	80.83	19.17	8.33	10.83	15.83	16.67	48.33	5.34	3.05

DELAWARE STUDENT TESTING PROGRAM

STATE SUMMARY

THE MOST RECENT TREND DATA IN STUDENT
ACHIEVEMENT IN READING, WRITING, MATHEMATICS,
SCIENCE, AND SOCIAL STUDIES

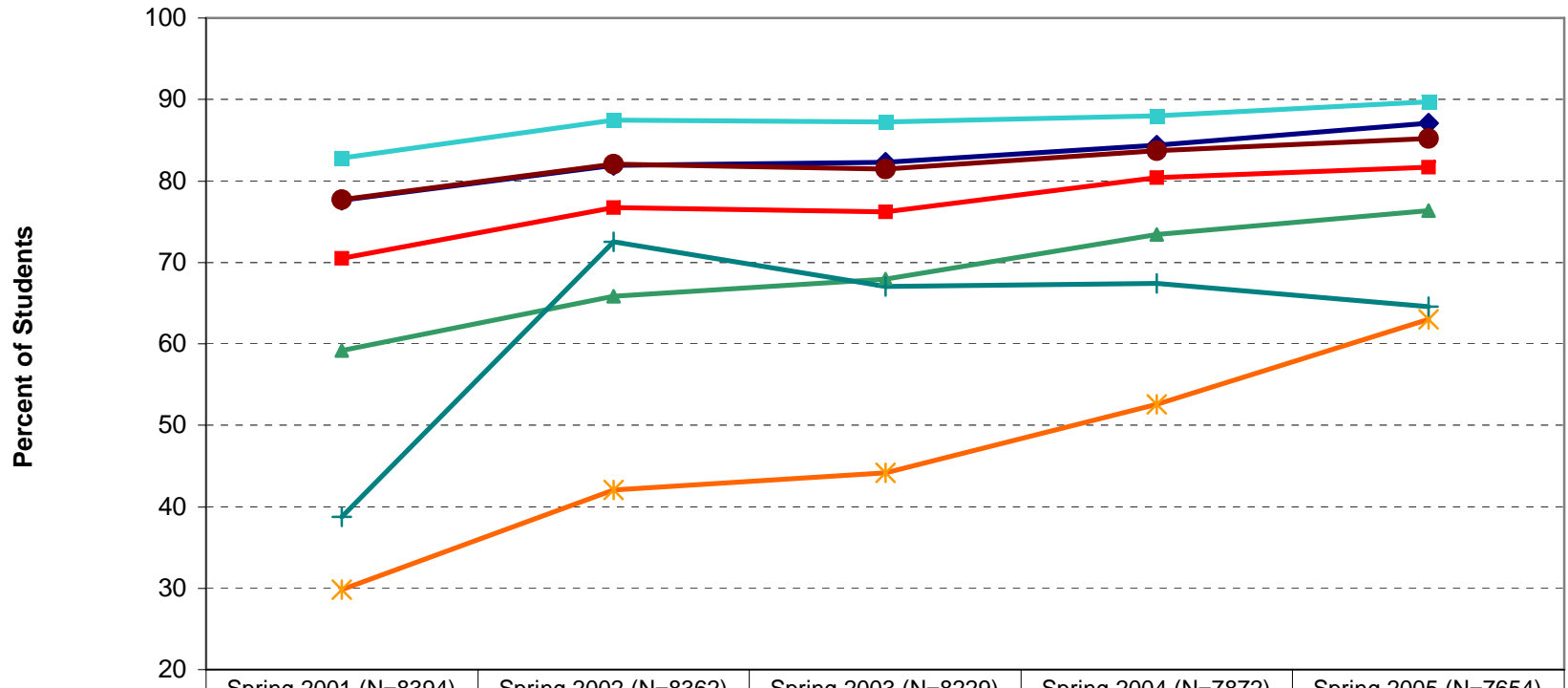
Table 27
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 3 - Reading



	Spring 2001 (N=8394)	Spring 2002 (N=8362)	Spring 2003 (N=8229)	Spring 2004 (N=7872)	Spring 2005 (N=7654)
American Indian*					
African American	57.8	64.9	65.3	70.1	73.9
Asian	85.3	91.0	92.3	95.1	95.6
Hispanic	56.2	72.3	73.2	74.3	78.9
White	84.4	87.8	87.6	89.9	90.8
All Students	74.1	79.3	79.3	82.4	84.5

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

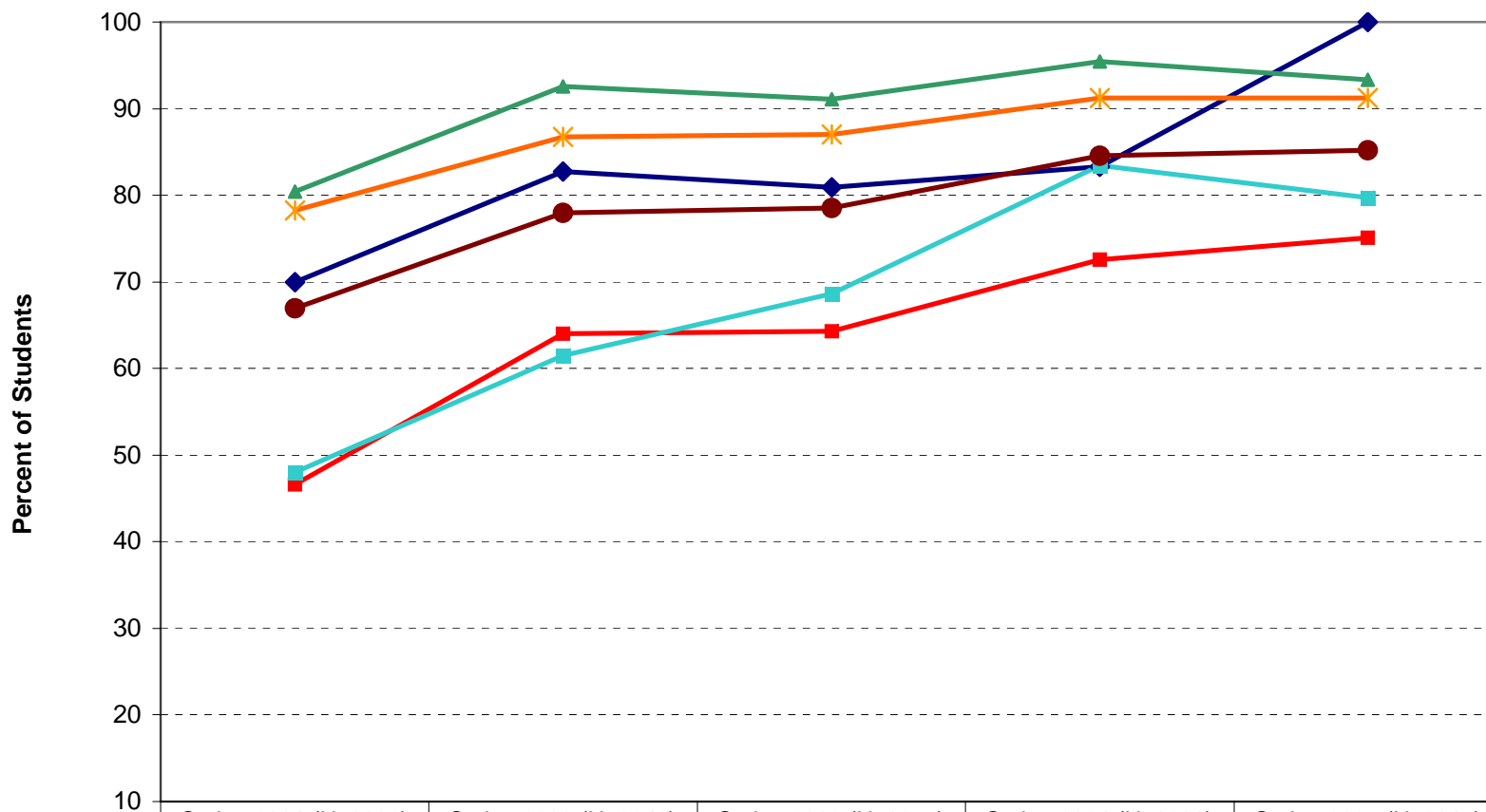
Table 28
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 3 - Reading



	Spring 2001 (N=8394)	Spring 2002 (N=8362)	Spring 2003 (N=8229)	Spring 2004 (N=7872)	Spring 2005 (N=7654)
◆ Female	77.7	81.9	82.3	84.4	87.1
■ Male	70.5	76.8	76.2	80.4	81.7
▲ Low-Income	59.2	65.9	68.0	73.5	76.4
■ Not Low-Income	82.9	87.5	87.2	88.0	89.7
* With Disabilities	29.8	42.1	44.2	52.6	63.0
● Without Disabilities	77.7	82.1	81.4	83.8	85.2
+ LEP	38.7	72.5	67.0	67.5	64.6
— Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

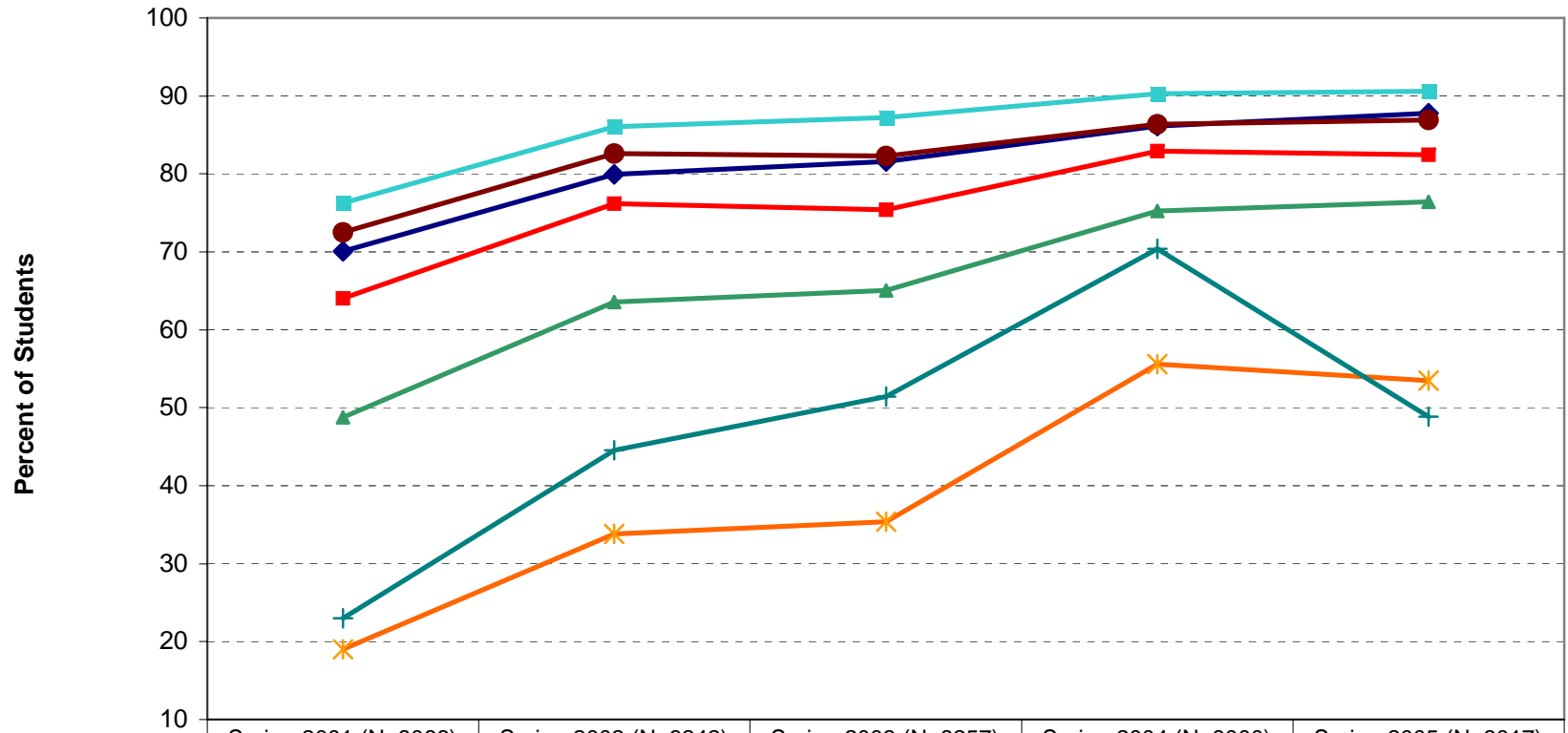
Table 29
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 5 - Reading



	Spring 2001 (N=8066)	Spring 2002 (N=8242)	Spring 2003 (N=8257)	Spring 2004 (N=8000)	Spring 2005 (N=8017)
◆ American Indian	70.0	82.8	81.0	83.3	100.0
■ African American	46.6	64.0	64.3	72.6	75.1
▲ Asian	80.4	92.5	91.1	95.5	93.3
■ Hispanic	48.0	61.5	68.6	83.5	79.7
* White	78.3	86.8	87.0	91.3	91.2
● All Students	67.0	78.0	78.5	84.5	85.2

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

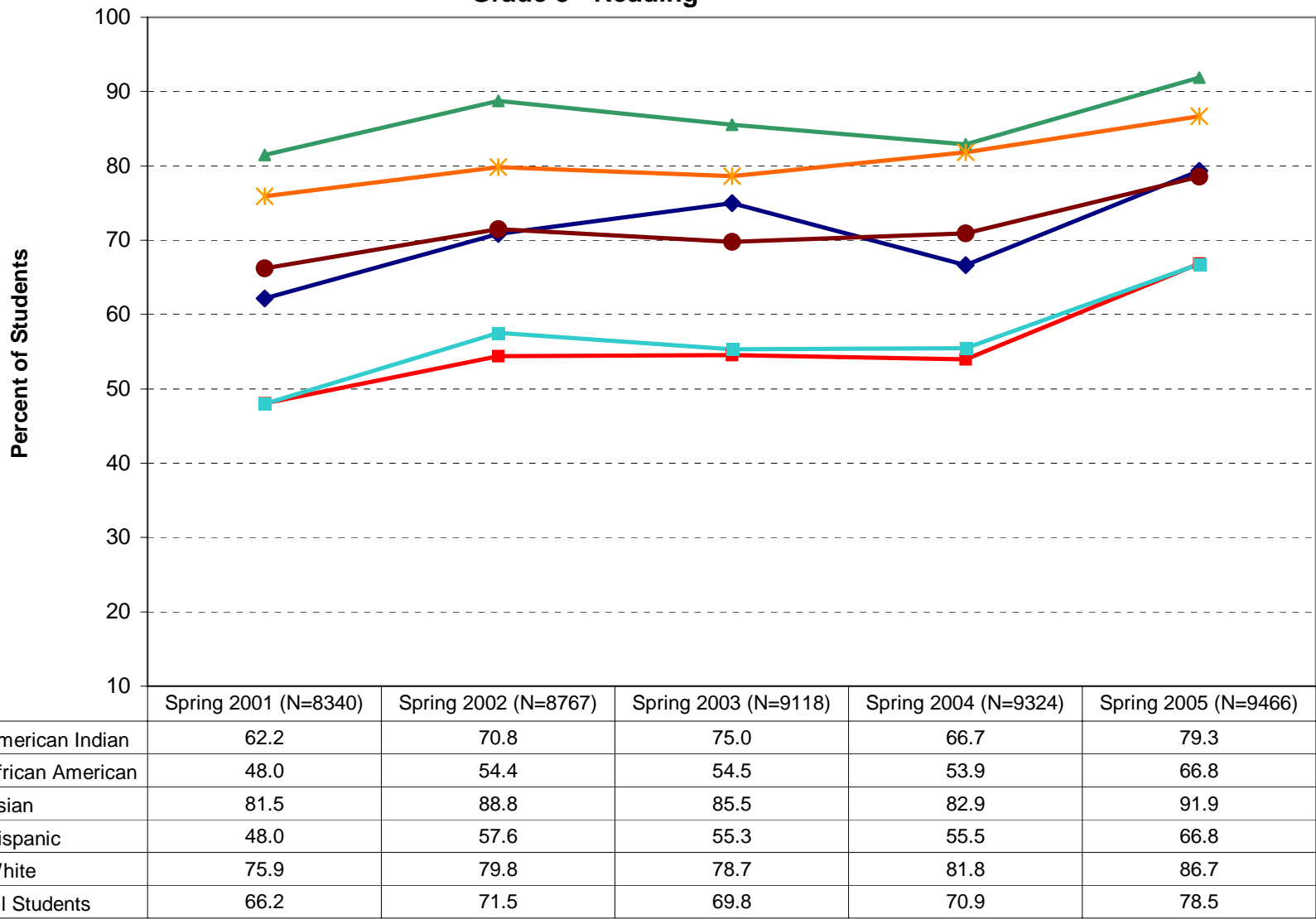
Table 30
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 5 - Reading



	Spring 2001 (N=8066)	Spring 2002 (N=8242)	Spring 2003 (N=8257)	Spring 2004 (N=8000)	Spring 2005 (N=8017)
◆ Female	70.1	80.0	81.6	86.1	87.8
■ Male	64.0	76.2	75.4	83.0	82.4
▲ Low-Income	48.8	63.6	65.1	75.2	76.4
■ Not Low-Income	76.3	86.0	87.2	90.3	90.6
* With Disabilities	19.0	33.8	35.4	55.6	53.4
● Without Disabilities	72.5	82.6	82.3	86.4	86.9
+ LEP	23.0	44.5	51.4	70.4	48.9
— Migrant*					

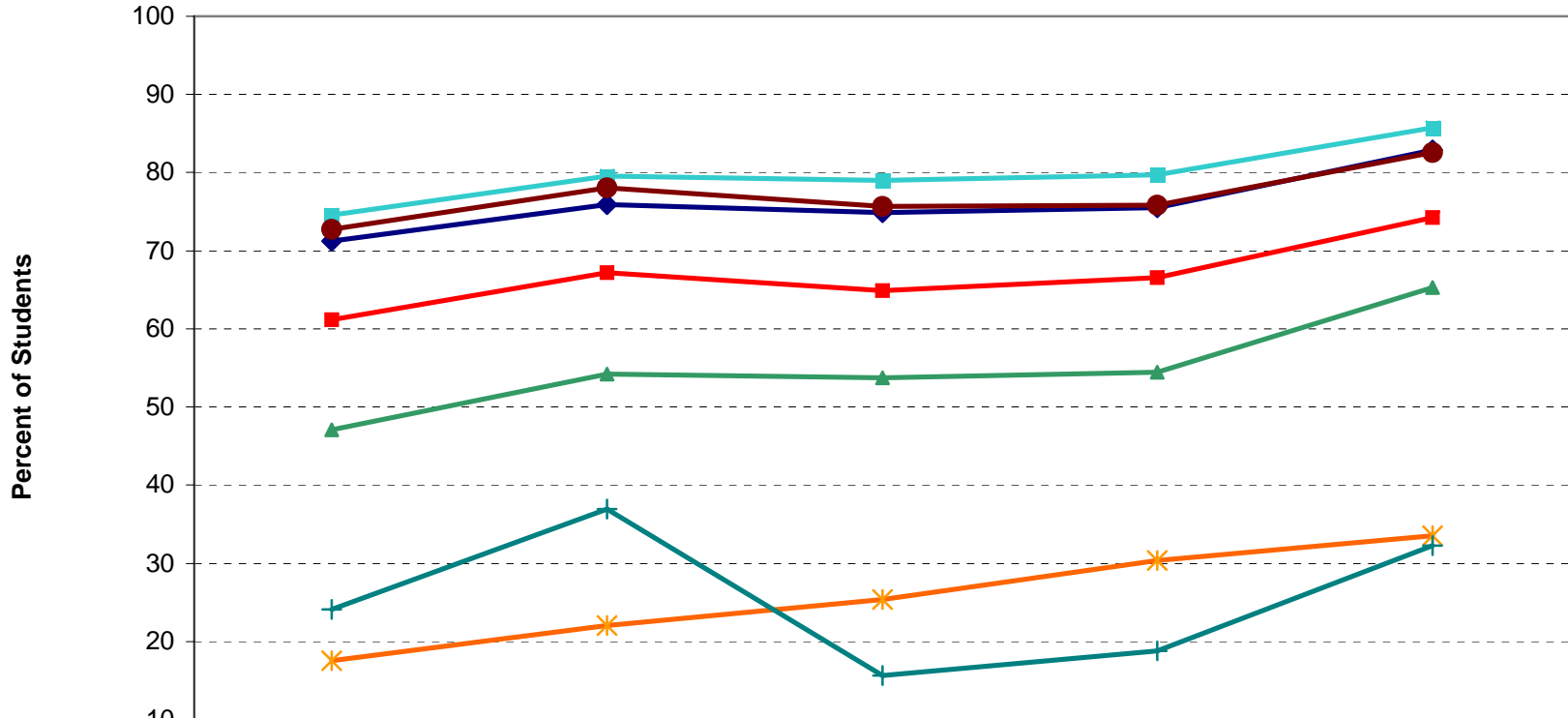
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 31
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 8 - Reading



* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

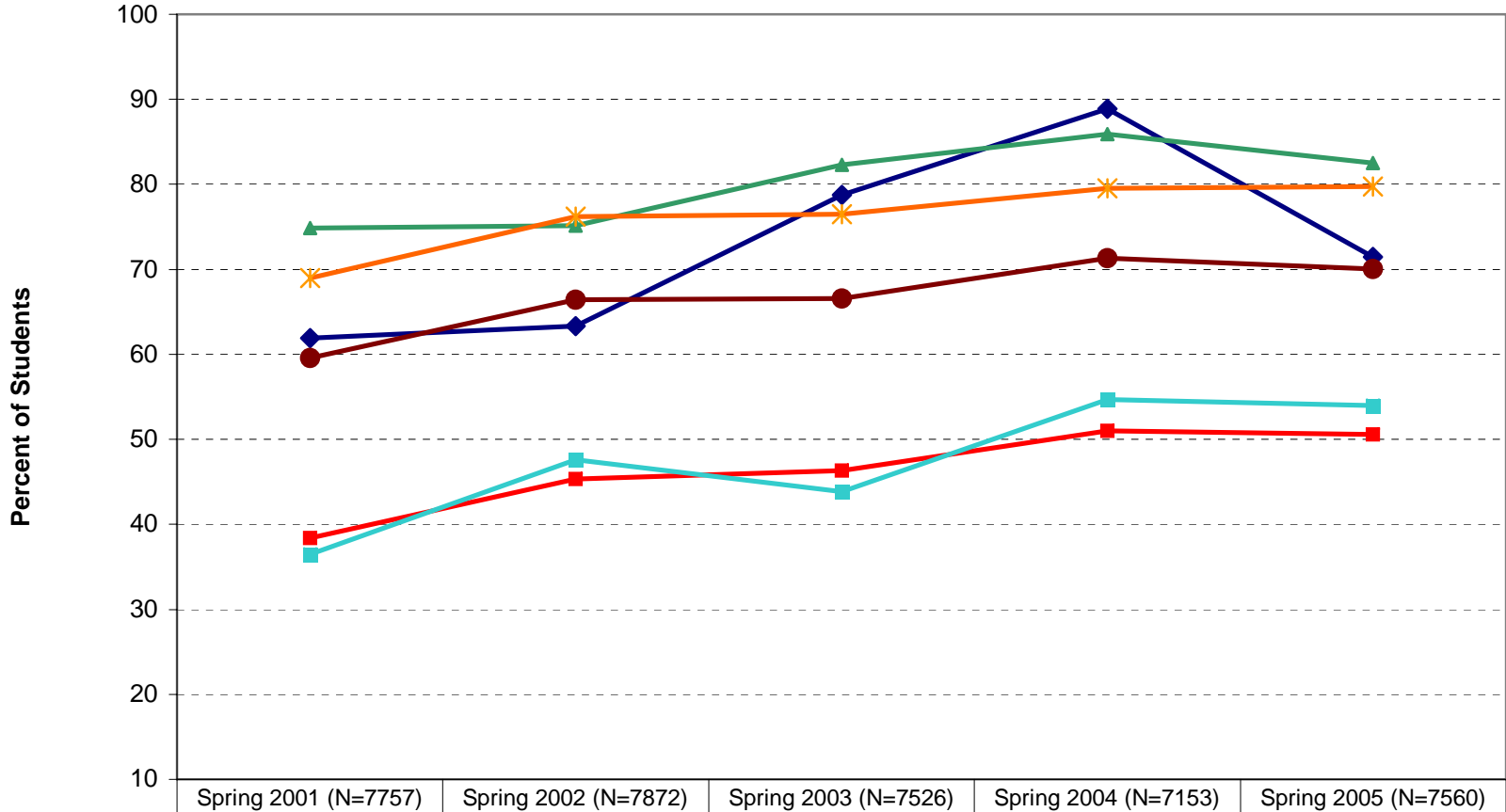
Table 32
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 8 - Reading



	Spring 2001 (N=8340)	Spring 2002 (N=8767)	Spring 2003 (N=9118)	Spring 2004 (N=9324)	Spring 2005 (N=9466)
◆ Female	71.3	75.9	74.9	75.5	82.9
■ Male	61.1	67.2	64.9	66.6	74.2
▲ Low-Income	47.1	54.2	53.8	54.4	65.3
■ Not Low-Income	74.5	79.6	79.0	79.7	85.7
* With Disabilities	17.5	22.0	25.4	30.4	33.5
● Without Disabilities	72.8	78.1	75.7	75.8	82.5
+ LEP	24.1	36.9	15.7	18.8	32.2
— Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

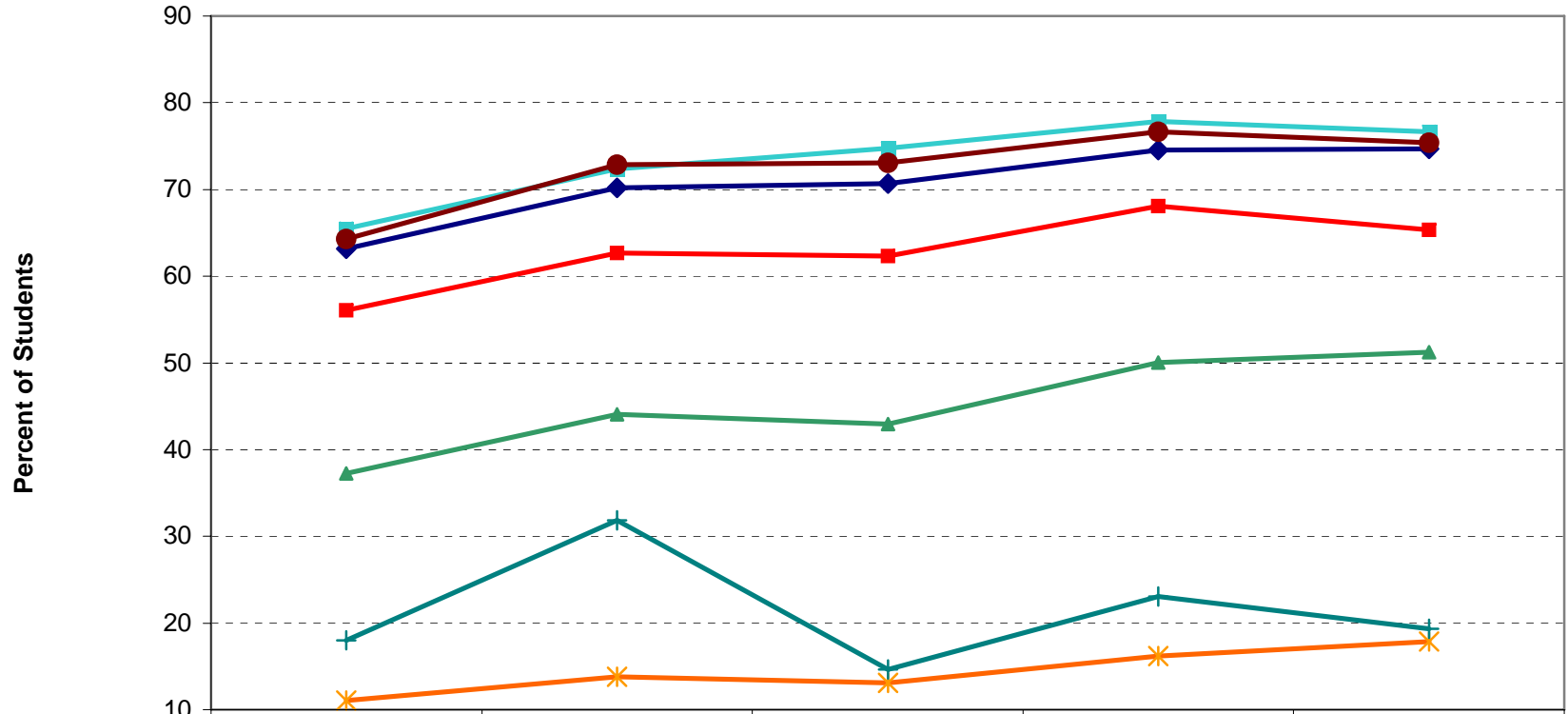
Table 33
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 10 - Reading



◆ American Indian	61.9	63.3	78.8	88.9	71.4
■ African American	38.4	45.3	46.3	51.0	50.6
▲ Asian	74.9	75.1	82.3	85.9	82.5
■ Hispanic	36.5	47.6	43.9	54.7	54.0
* White	69.0	76.2	76.5	79.6	79.7
● All Students	59.6	66.4	66.6	71.3	70.0

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

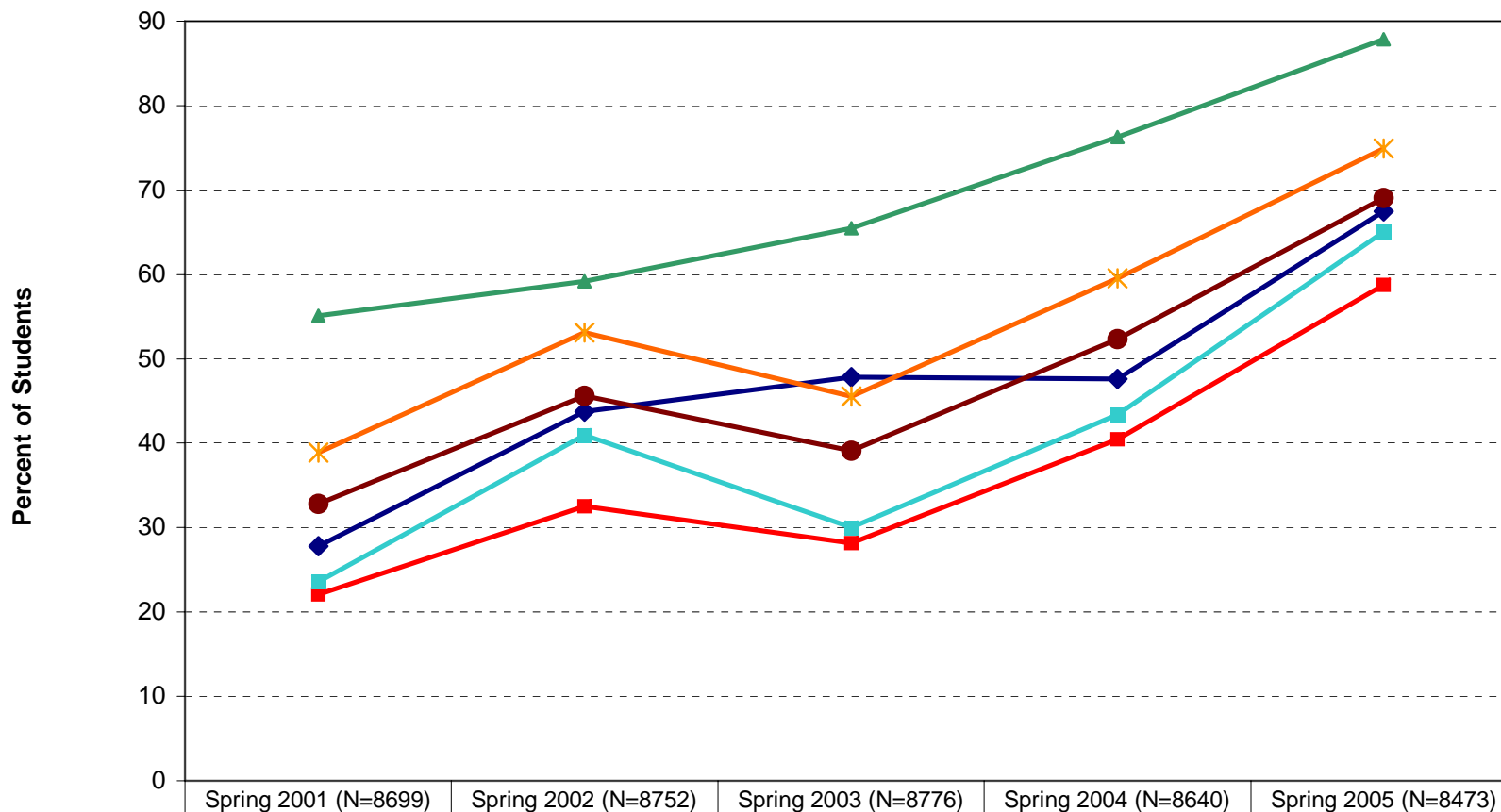
Table 34
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 10 - Reading



	Spring 2001 (N=7757)	Spring 2002 (N=7872)	Spring 2003 (N=7526)	Spring 2004 (N=7153)	Spring 2005 (N=7560)
◆ Female	63.1	70.2	70.7	74.6	74.7
■ Male	56.1	62.7	62.3	68.1	65.3
▲ Low-Income	37.3	44.0	43.0	50.0	51.2
■ Not Low-Income	65.5	72.4	74.8	77.8	76.6
* With Disabilities	11.1	13.8	13.1	16.2	17.9
● Without Disabilities	64.3	72.9	73.1	76.6	75.4
+ LEP	18.0	31.9	14.7	23.1	19.4
◆ Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

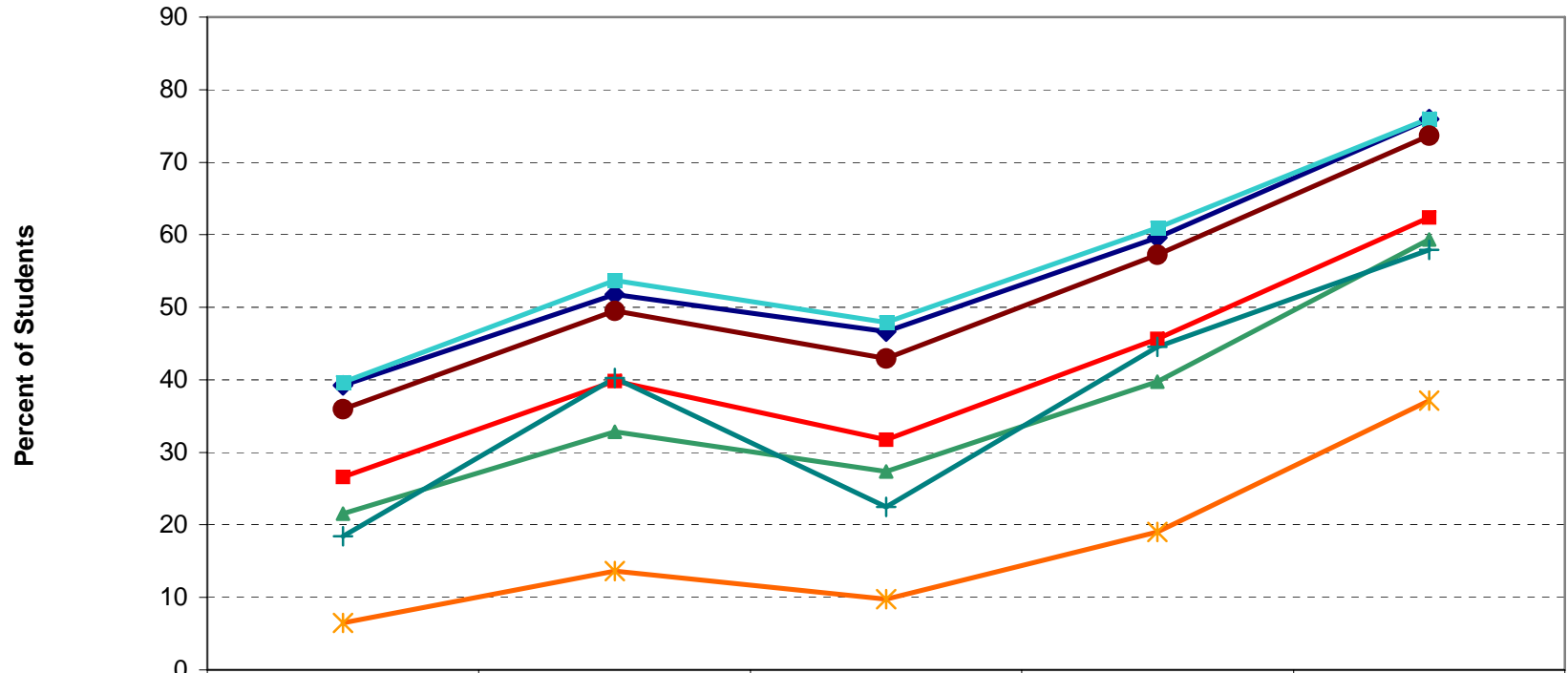
Table 35
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 3 - Writing



	Spring 2001 (N=8699)	Spring 2002 (N=8752)	Spring 2003 (N=8776)	Spring 2004 (N=8640)	Spring 2005 (N=8473)
◆ American Indian	27.8	43.8	47.8	47.6	67.5
■ African American	22.1	32.5	28.2	40.4	58.8
▲ Asian	55.1	59.2	65.5	76.3	87.9
■ Hispanic	23.6	40.9	30.0	43.4	65.1
* White	38.9	53.1	45.5	59.5	74.9
● All Students	32.8	45.6	39.1	52.3	69.1

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

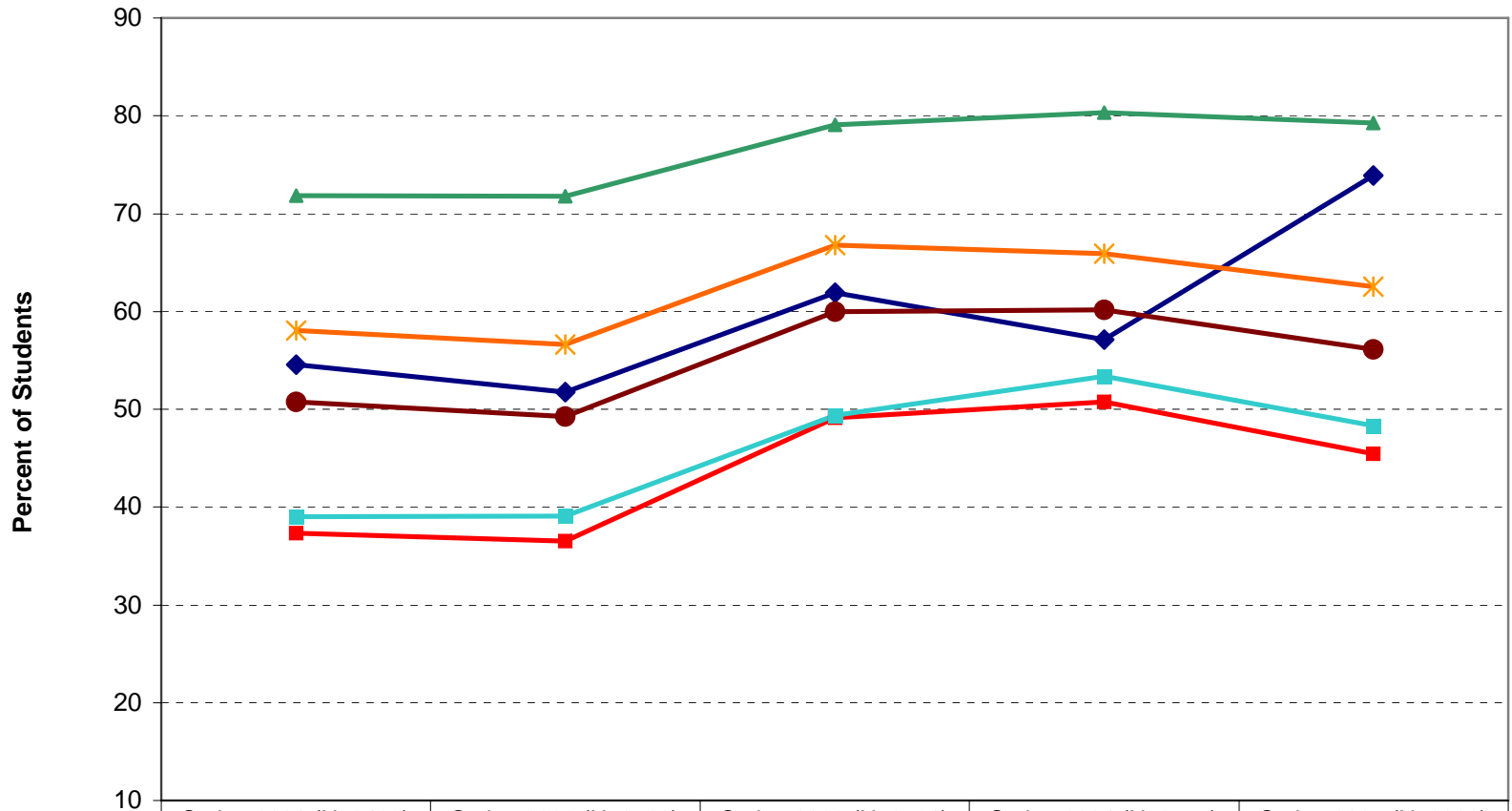
Table 36
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 3 - Writing



	Spring 2001 (N=8699)	Spring 2002 (N=8752)	Spring 2003 (N=8776)	Spring 2004 (N=8640)	Spring 2005 (N=8473)
◆ Female	39.2	51.8	46.7	59.6	75.9
■ Male	26.6	39.8	31.7	45.6	62.4
▲ Low-Income	21.5	32.8	27.4	39.7	59.4
■ Not Low-Income	39.7	53.7	47.9	60.9	76.0
* With Disabilities	6.5	13.7	9.7	19.0	37.1
● Without Disabilities	35.9	49.5	43.0	57.2	73.6
+ LEP	18.4	40.3	22.5	44.5	57.9
◆ Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

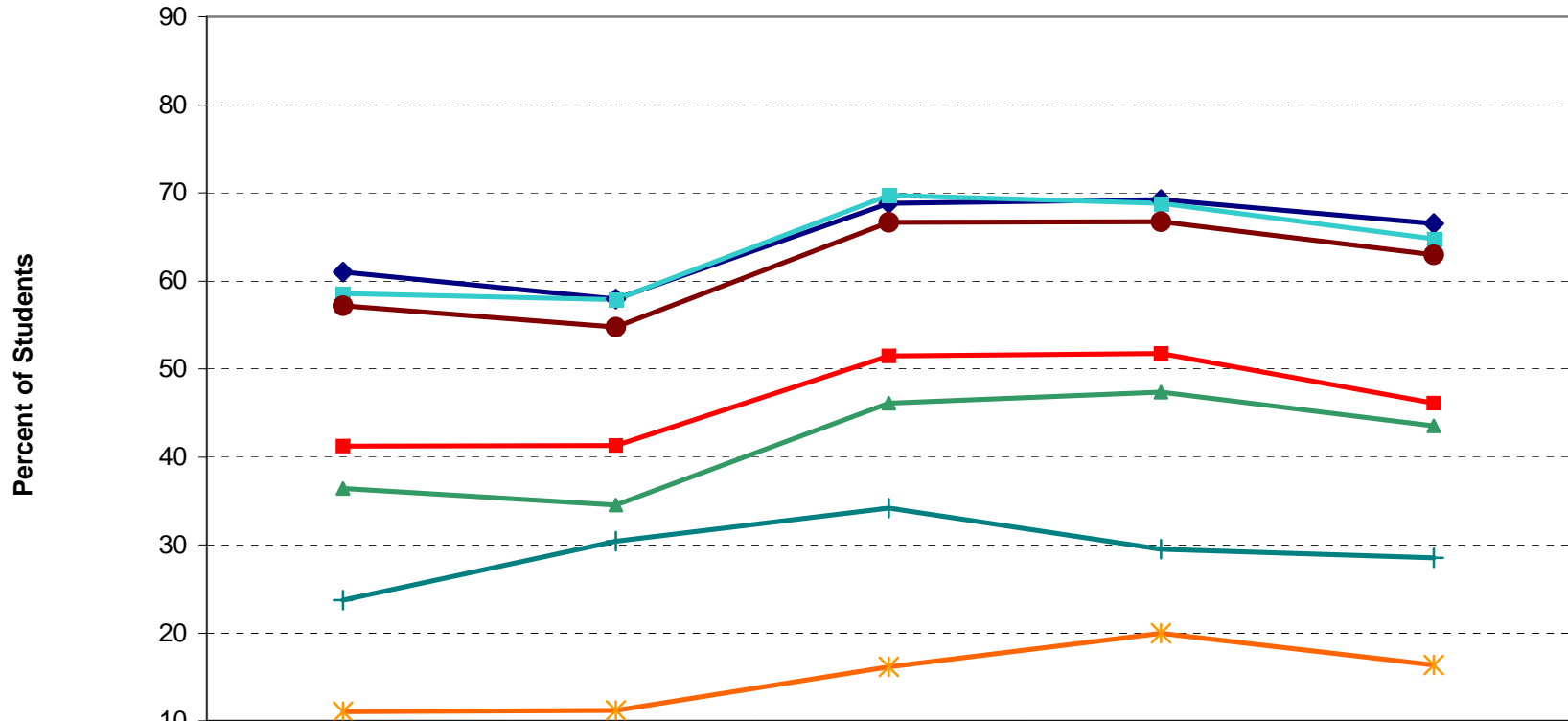
Table 37
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 5 - Writing



	Spring 2001 (N=8423)	Spring 2002 (N=8566)	Spring 2003 (N=8761)	Spring 2004 (N=8777)	Spring 2005 (N=8920)
◆ American Indian	54.5	51.7	61.9	57.1	73.9
■ African American	37.3	36.5	49.1	50.7	45.4
▲ Asian	71.8	71.8	79.1	80.4	79.3
■ Hispanic	39.0	39.1	49.4	53.3	48.3
* White	58.0	56.6	66.8	65.9	62.5
● All Students	50.8	49.3	60.0	60.1	56.1

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

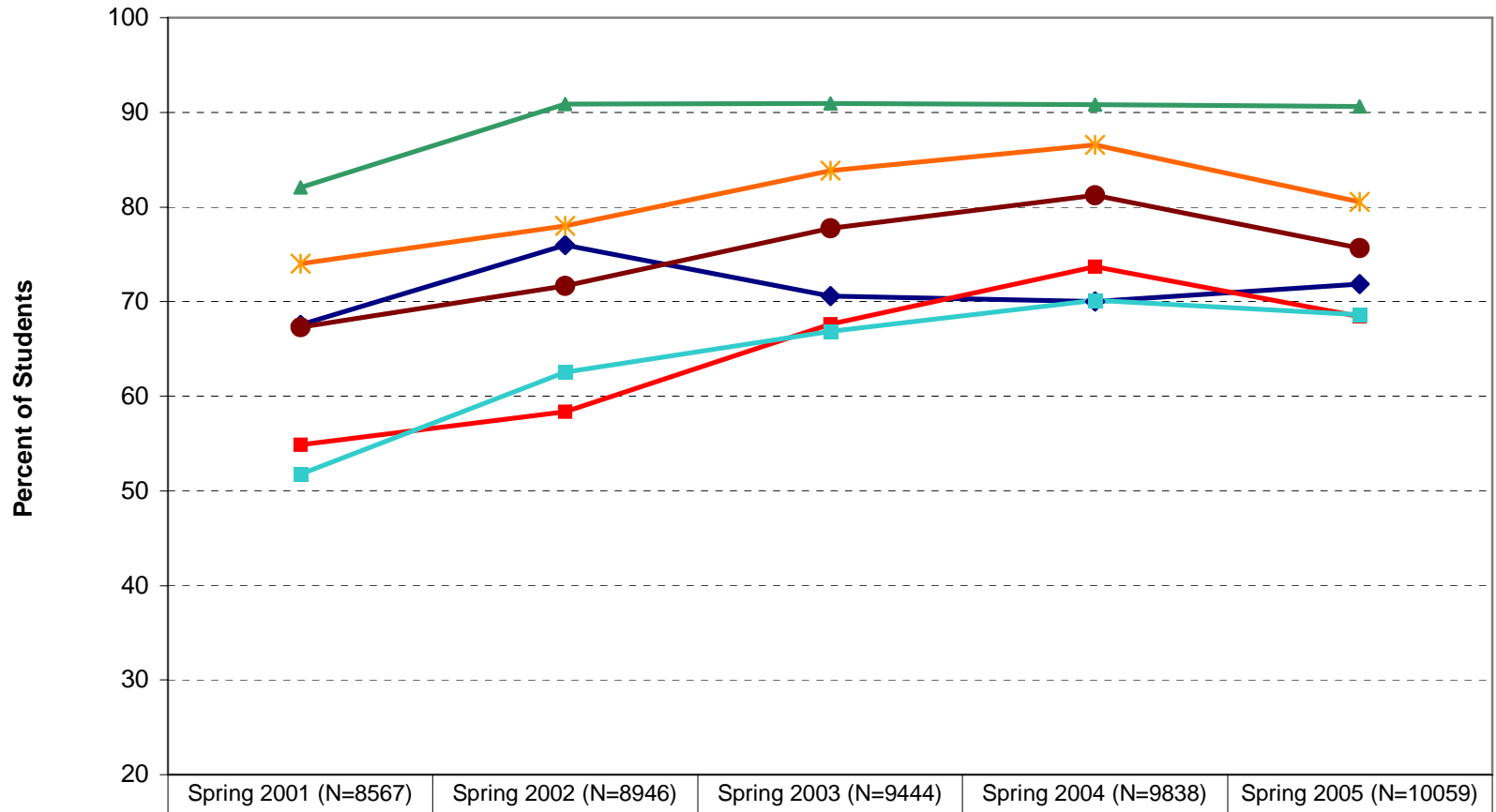
Table 38
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 5 - Writing



	Spring 2001 (N=8423)	Spring 2002 (N=8566)	Spring 2003 (N=8761)	Spring 2004 (N=8777)	Spring 2005 (N=8920)
◆ Female	61.0	57.9	68.8	69.2	66.5
■ Male	41.2	41.3	51.5	51.7	46.1
▲ Low-Income	36.4	34.6	46.1	47.3	43.5
■ Not Low-Income	58.5	57.8	69.7	68.8	64.8
* With Disabilities	11.0	11.2	16.1	19.9	16.4
● Without Disabilities	57.2	54.8	66.6	66.8	62.9
+ LEP	23.8	30.4	34.2	29.5	28.6
— Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

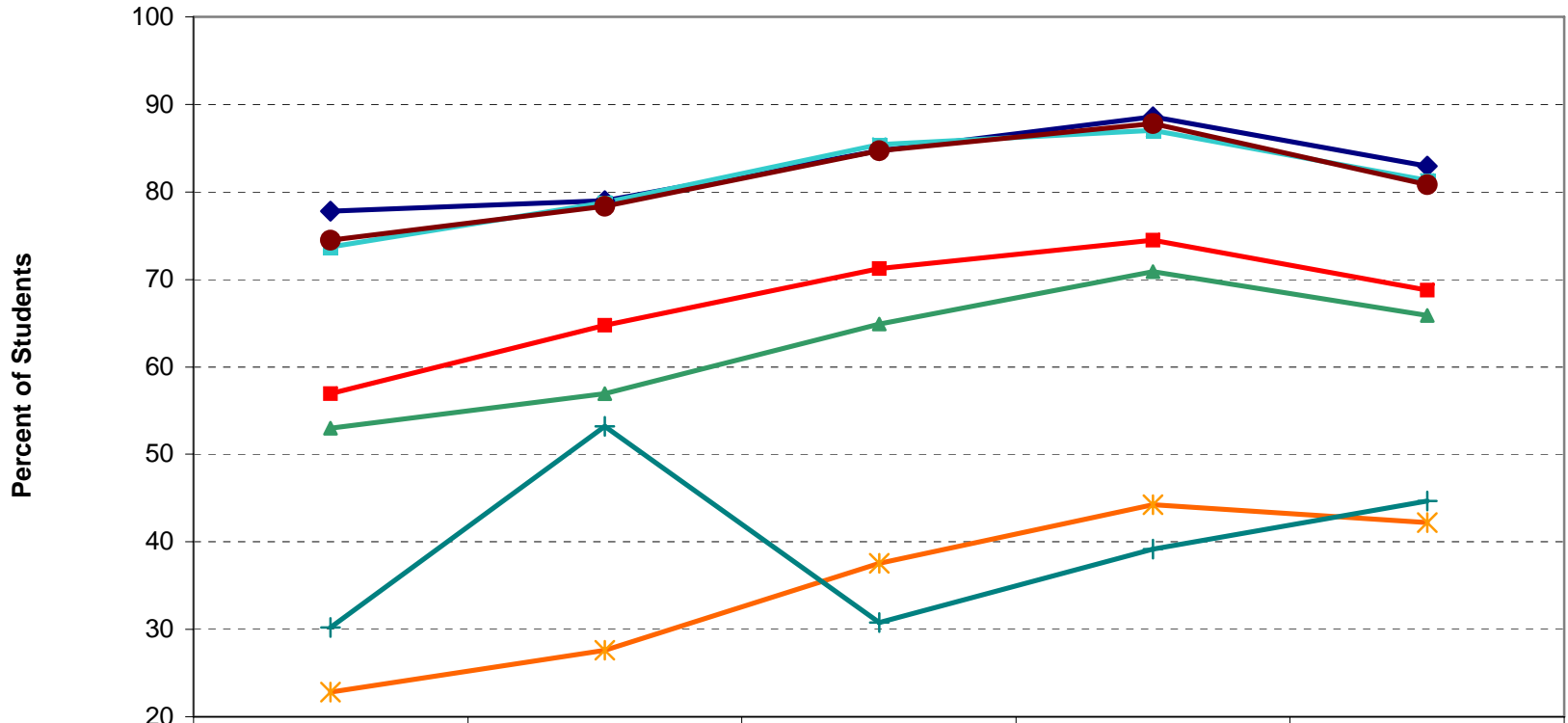
Table 39
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 8 - Writing



	Spring 2001 (N=8567)	Spring 2002 (N=8946)	Spring 2003 (N=9444)	Spring 2004 (N=9838)	Spring 2005 (N=10059)
◆ American Indian	67.6	76.0	70.6	70.0	71.9
■ African American	54.9	58.3	67.6	73.7	68.4
▲ Asian	82.1	90.9	91.0	90.8	90.6
■ Hispanic	51.8	62.6	66.9	70.2	68.6
* White	74.0	78.0	83.8	86.6	80.6
● All Students	67.3	71.7	77.8	81.2	75.7

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

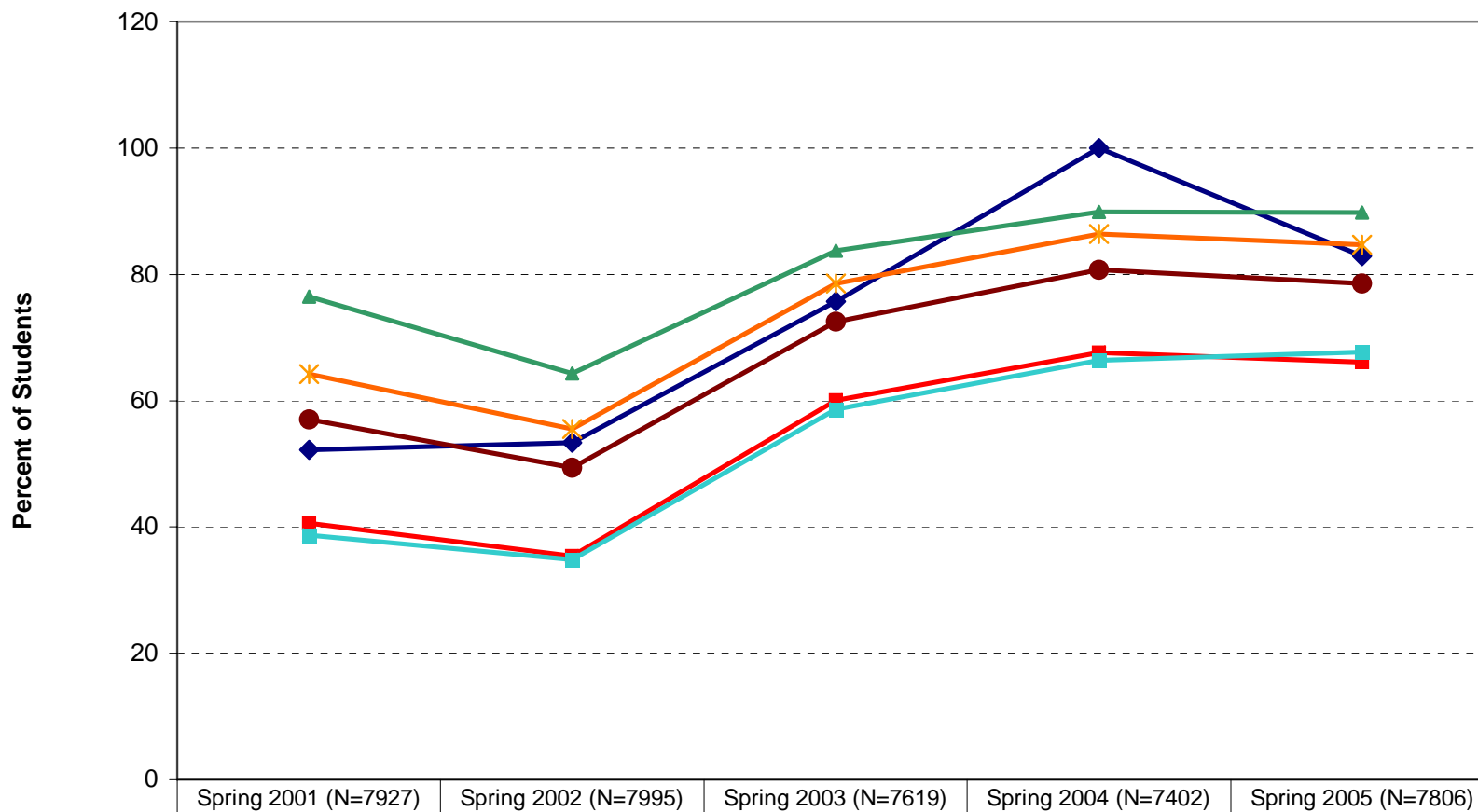
Table 40
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 8 - Writing



	Spring 2001 (N=8567)	Spring 2002 (N=8946)	Spring 2003 (N=9444)	Spring 2004 (N=9838)	Spring 2005 (N=10059)
◆ Female	77.8	79.0	84.7	88.6	82.9
■ Male	56.9	64.7	71.3	74.5	68.8
▲ Low-Income	53.0	56.9	64.9	70.9	65.9
■ Not Low-Income	73.7	78.8	85.4	87.1	81.3
* With Disabilities	22.8	27.6	37.6	44.2	42.2
● Without Disabilities	74.5	78.4	84.7	87.8	80.8
+ LEP	30.2	53.2	30.8	39.2	44.7
— Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

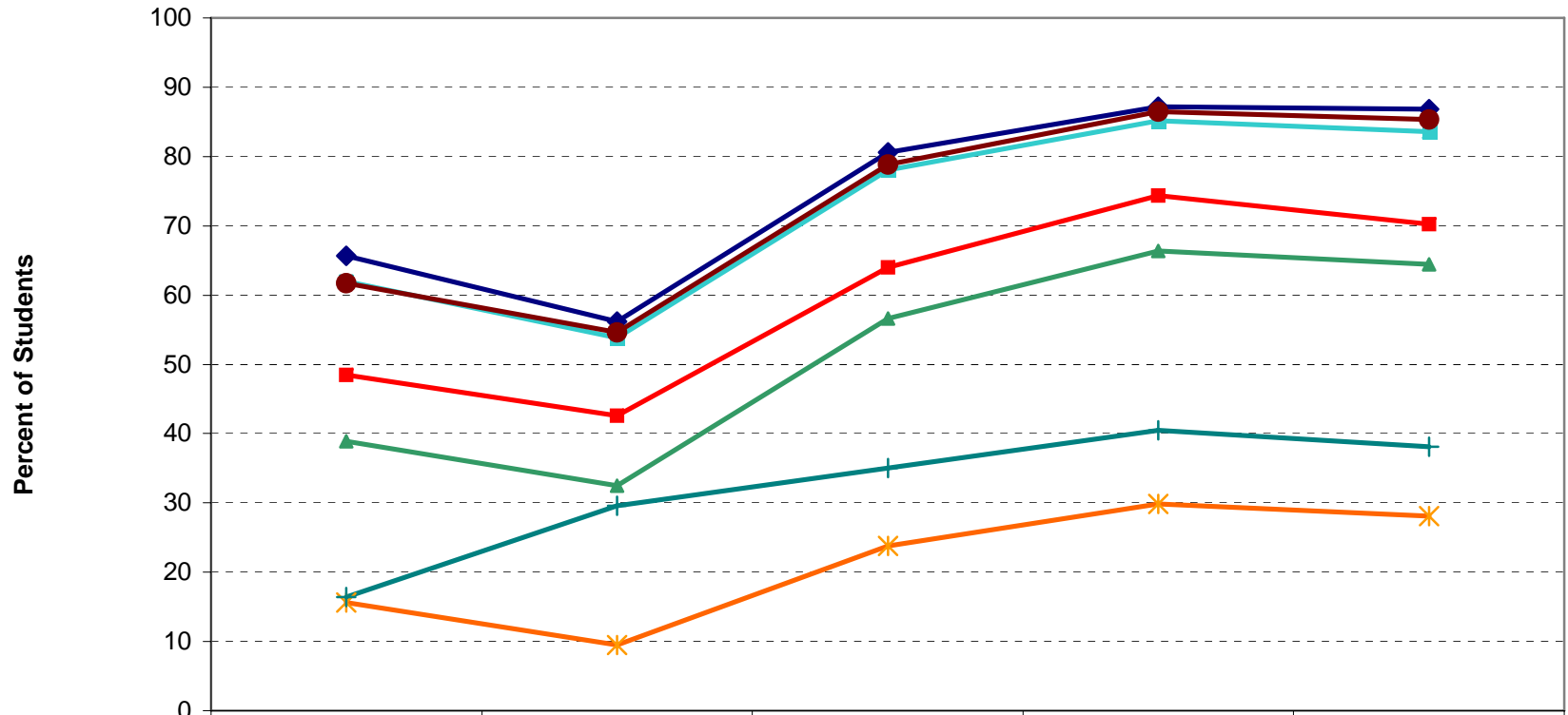
Table 41
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 10 - Writing



◆ American Indian	52.2	53.3	75.8	100.0	82.9
■ African American	40.6	35.4	60.1	67.6	66.1
▲ Asian	76.5	64.3	83.7	89.9	89.8
■ Hispanic	38.7	34.8	58.6	66.4	67.7
* White	64.2	55.5	78.6	86.4	84.7
● All Students	57.1	49.3	72.5	80.7	78.5

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

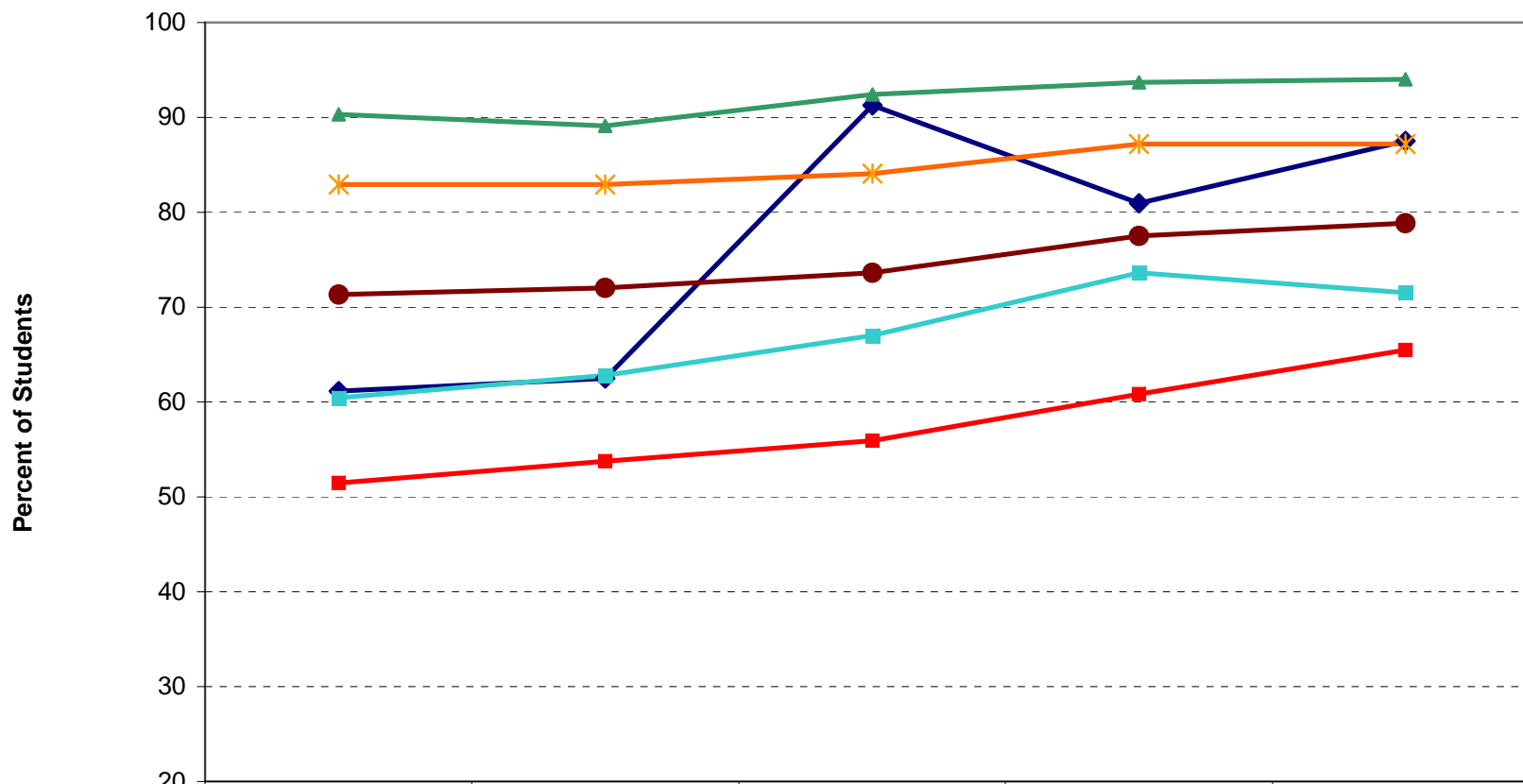
Table 42
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 10 - Writing



	Spring 2001 (N=7927)	Spring 2002 (N=7995)	Spring 2003 (N=7619)	Spring 2004 (N=7402)	Spring 2005 (N=7806)
◆ Female	65.6	56.2	80.6	87.2	86.8
■ Male	48.5	42.6	64.0	74.4	70.2
▲ Low-Income	38.9	32.5	56.6	66.3	64.4
■ Not Low-Income	62.0	53.8	78.0	85.2	83.6
* With Disabilities	15.6	9.5	23.8	29.8	28.1
● Without Disabilities	61.7	54.6	78.9	86.5	85.3
+ LEP	16.4	29.6	35.0	40.5	38.1
— Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

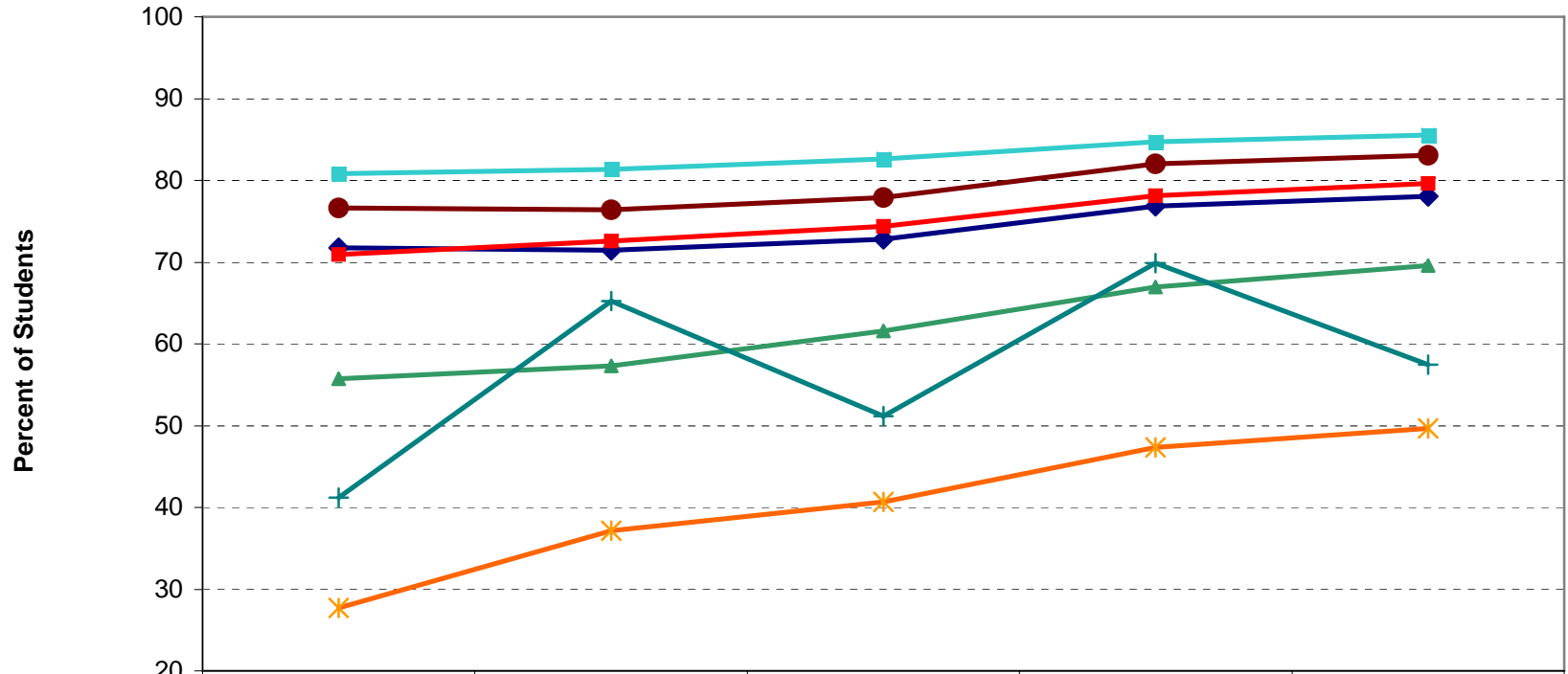
Table 43
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 3 - Mathematics



	Spring 2001 (N=8711)	Spring 2002 (N=8749)	Spring 2003 (N=8818)	Spring 2004 (N=8685)	Spring 2005 (N=8534)
◆ American Indian	61.1	62.5	91.3	81.0	87.5
■ African American	51.4	53.7	55.9	60.8	65.5
▲ Asian	90.3	89.1	92.4	93.7	94.0
■ Hispanic	60.5	62.8	67.0	73.6	71.5
* White	82.9	82.9	84.1	87.2	87.2
● All Students	71.3	72.1	73.6	77.5	78.9

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

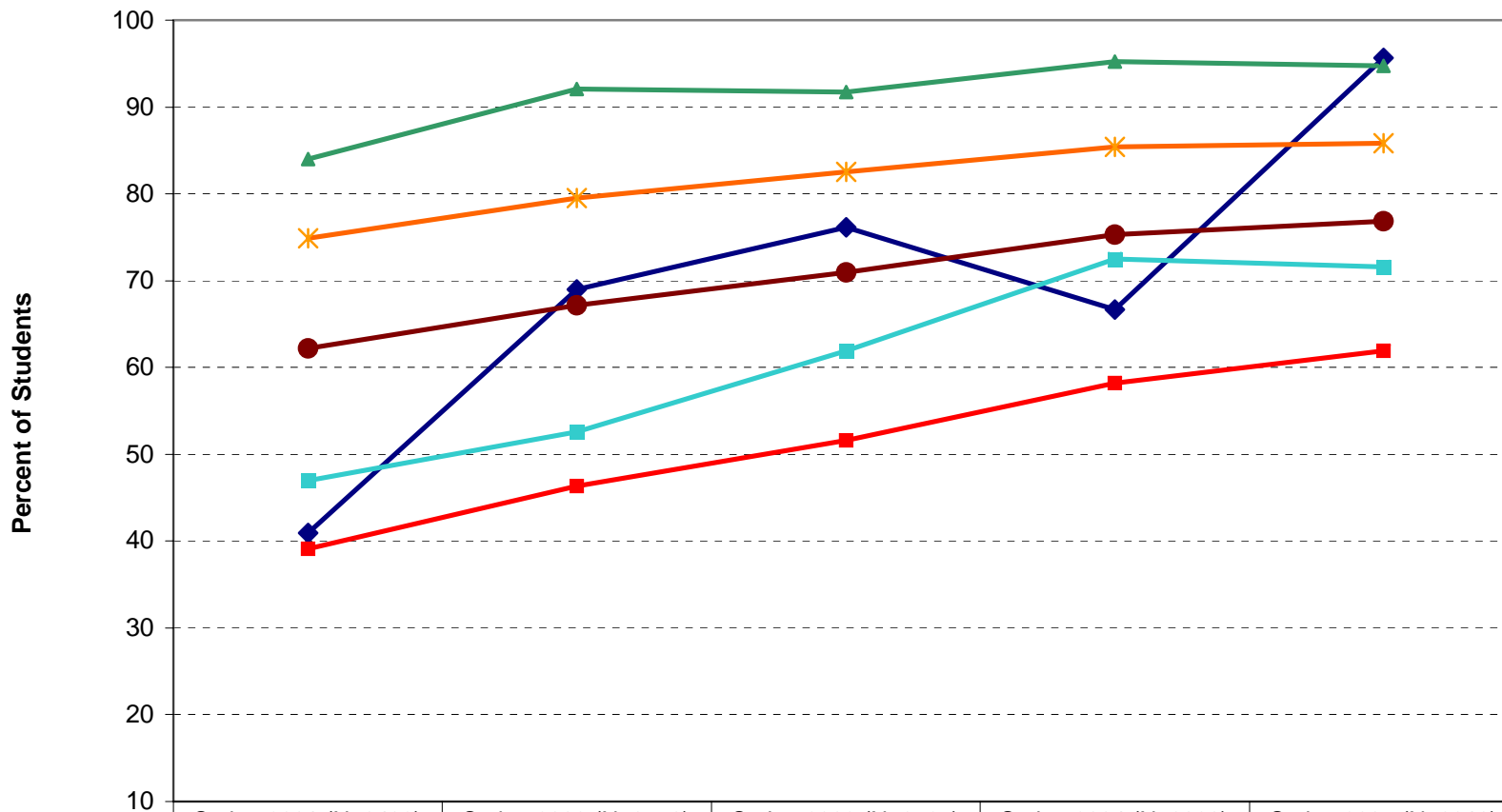
Table 44
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 3 - Mathematics



	Spring 2001 (N=8711)	Spring 2002 (N=8749)	Spring 2003 (N=8818)	Spring 2004 (N=8685)	Spring 2005 (N=8534)
◆ Female	71.8	71.5	72.8	76.8	78.1
■ Male	70.9	72.6	74.4	78.1	79.6
▲ Low-Income	55.7	57.3	61.6	66.9	69.6
■ Not Low-Income	80.8	81.3	82.6	84.7	85.6
* With Disabilities	27.7	37.2	40.7	47.3	49.7
● Without Disabilities	76.6	76.4	77.9	82.0	83.1
+ LEP	41.2	65.3	51.2	69.9	57.5
◆ Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

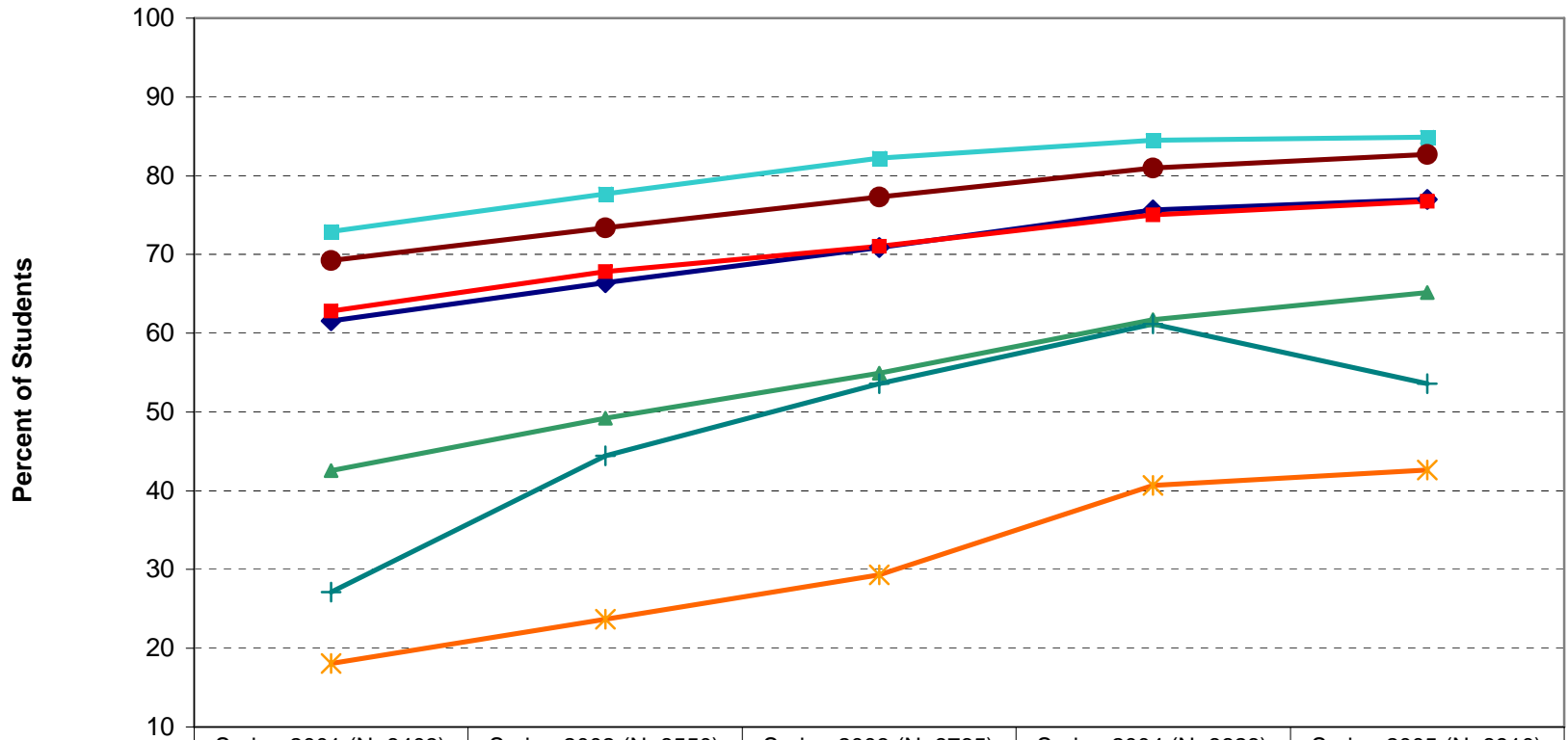
Table 45
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 5 - Mathematics



	Spring 2001 (N=8403)	Spring 2002 (N=8550)	Spring 2003 (N=8765)	Spring 2004 (N=8828)	Spring 2005 (N=8910)
◆ American Indian	40.9	69.0	76.2	66.7	95.7
■ African American	39.1	46.3	51.6	58.2	61.9
▲ Asian	84.0	92.0	91.7	95.2	94.7
■ Hispanic	47.0	52.6	61.9	72.5	71.6
* White	74.9	79.5	82.6	85.4	85.8
● All Students	62.2	67.2	71.0	75.3	76.9

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

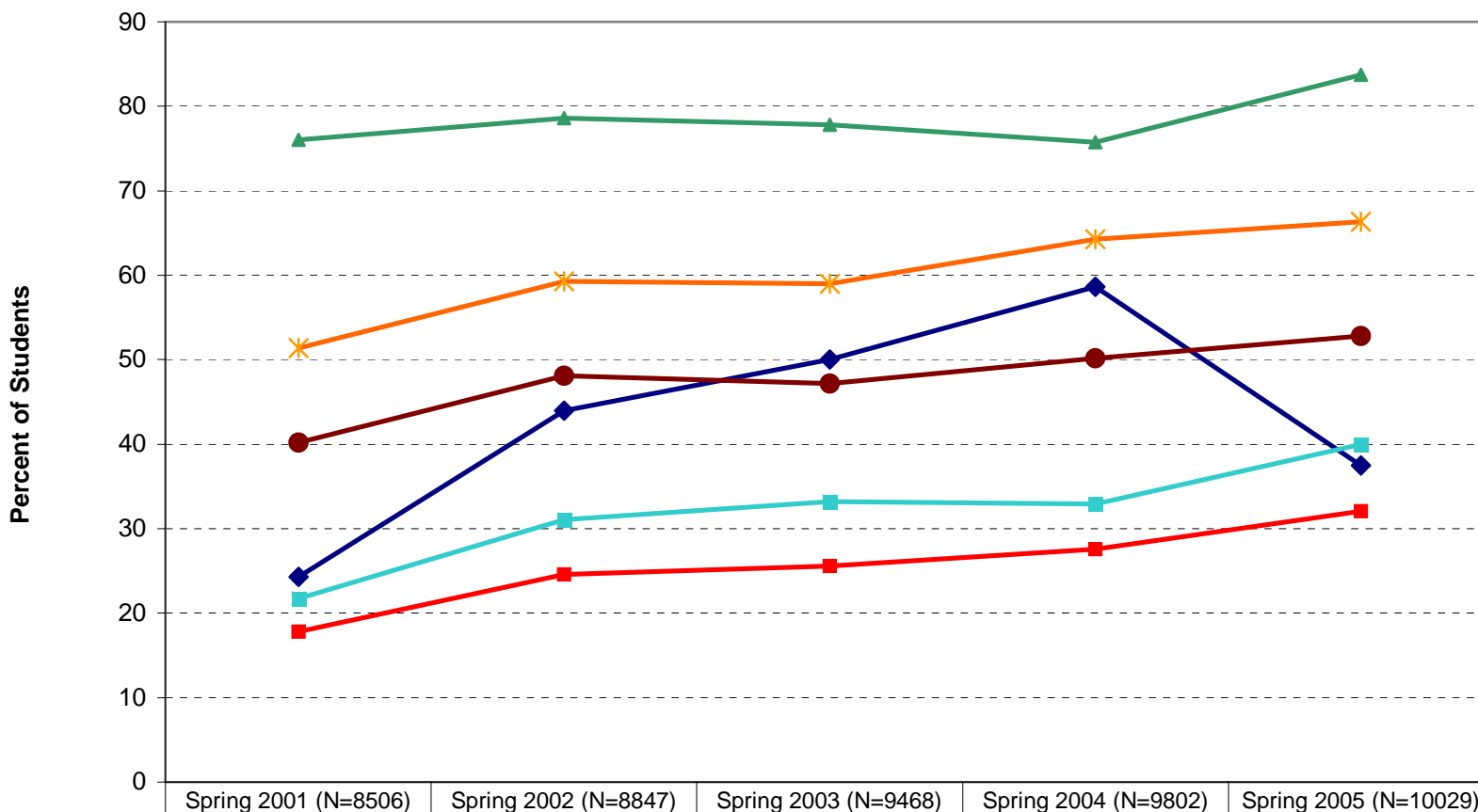
Table 46
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 5 - Mathematics



	Spring 2001 (N=8403)	Spring 2002 (N=8550)	Spring 2003 (N=8765)	Spring 2004 (N=8828)	Spring 2005 (N=8910)
◆ Female	61.6	66.5	70.9	75.7	77.0
■ Male	62.8	67.8	71.0	75.0	76.7
▲ Low-Income	42.6	49.2	54.9	61.8	65.2
■ Not Low-Income	72.9	77.7	82.2	84.5	84.9
* With Disabilities	18.0	23.7	29.3	40.7	42.6
● Without Disabilities	69.3	73.4	77.3	81.0	82.7
+ LEP	27.2	44.5	53.6	61.2	53.6
+ Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

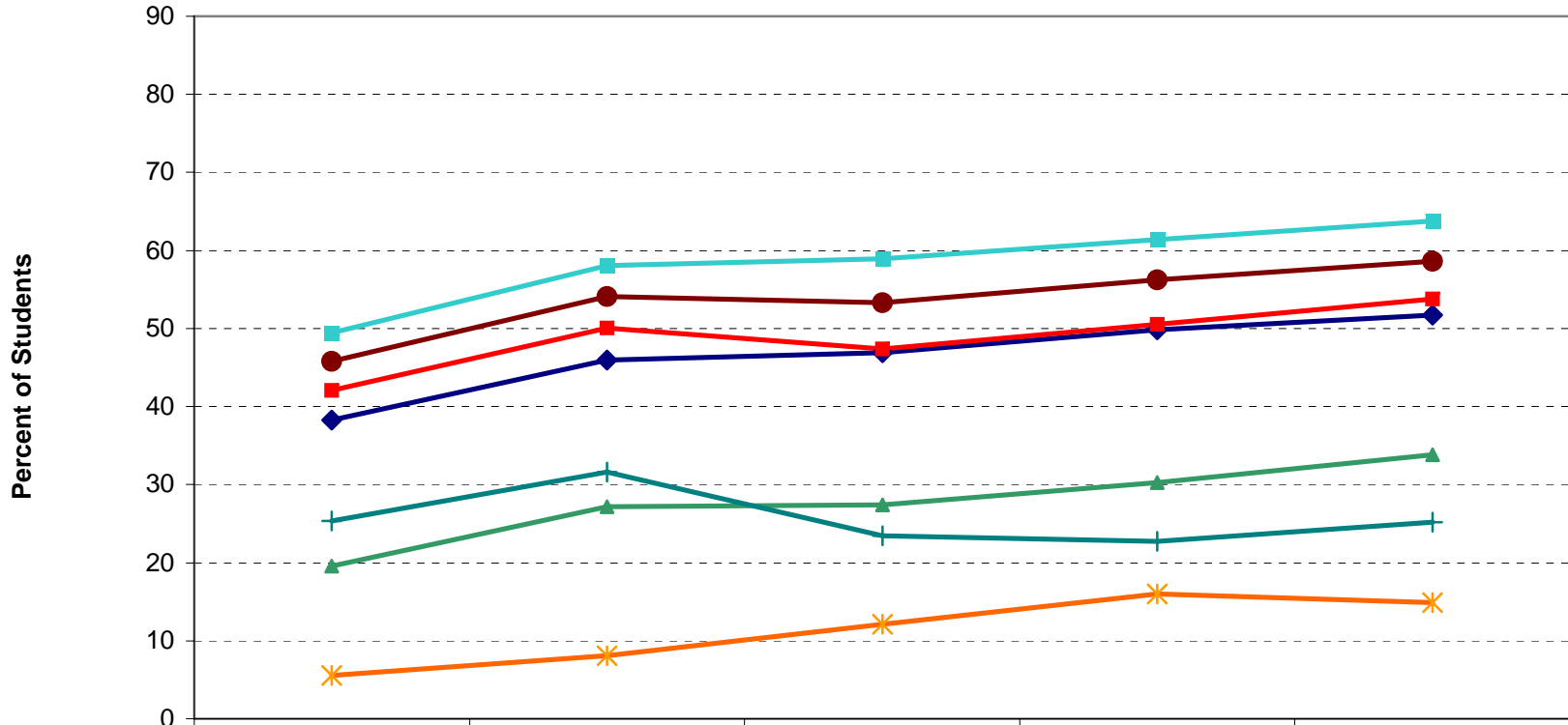
Table 47
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 8 - Mathematics



	Spring 2001 (N=8506)	Spring 2002 (N=8847)	Spring 2003 (N=9468)	Spring 2004 (N=9802)	Spring 2005 (N=10029)
◆ American Indian	24.3	44.0	50.0	58.6	37.5
■ African American	17.8	24.6	25.6	27.6	32.1
▲ Asian	76.0	78.6	77.8	75.7	83.8
■ Hispanic	21.7	31.1	33.2	32.9	40.0
* White	51.4	59.3	59.0	64.2	66.3
● All Students	40.2	48.1	47.2	50.2	52.8

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

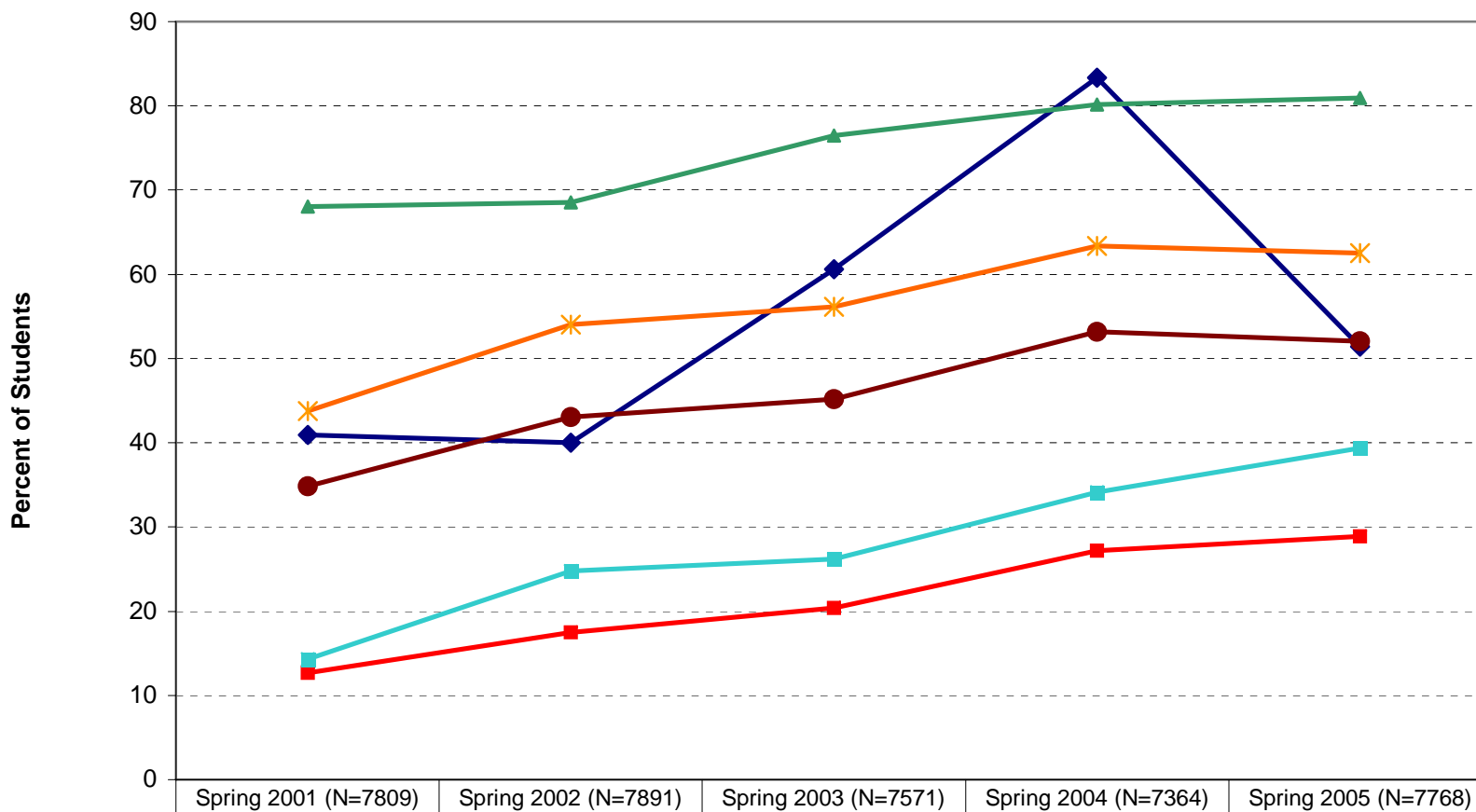
Table 48
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 8 - Mathematics



	Spring 2001 (N=8506)	Spring 2002 (N=8847)	Spring 2003 (N=9468)	Spring 2004 (N=9802)	Spring 2005 (N=10029)
Female	38.3	46.0	46.9	49.8	51.8
Male	42.1	50.0	47.4	50.5	53.8
Low-Income	19.6	27.2	27.4	30.3	33.8
Not Low-Income	49.4	58.0	59.0	61.4	63.8
With Disabilities	5.6	8.1	12.1	16.0	14.9
Without Disabilities	45.8	54.1	53.3	56.2	58.7
LEP	25.3	31.6	23.5	22.7	25.2
Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

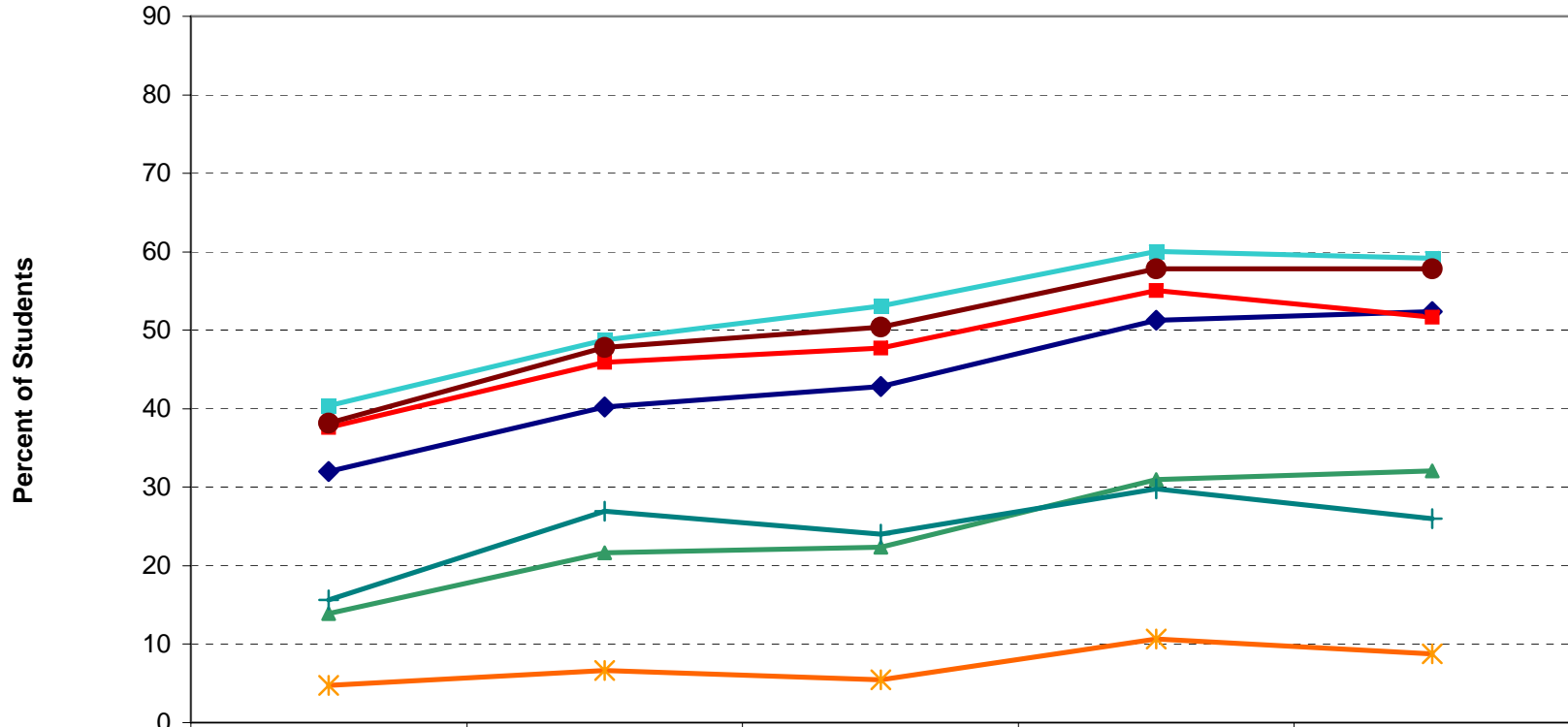
Table 49
Percent of Students Meeting/Exceeding Standards by Race, 2001-2005
Grade 10 - Mathematics



	Spring 2001 (N=7809)	Spring 2002 (N=7891)	Spring 2003 (N=7571)	Spring 2004 (N=7364)	Spring 2005 (N=7768)
◆ American Indian	40.9	40.0	60.6	83.3	51.4
■ African American	12.7	17.5	20.4	27.2	28.9
▲ Asian	68.0	68.5	76.4	80.2	80.9
■ Hispanic	14.3	24.8	26.2	34.1	39.4
* White	43.8	54.0	56.2	63.4	62.5
● All Students	34.8	43.1	45.2	53.2	52.0

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

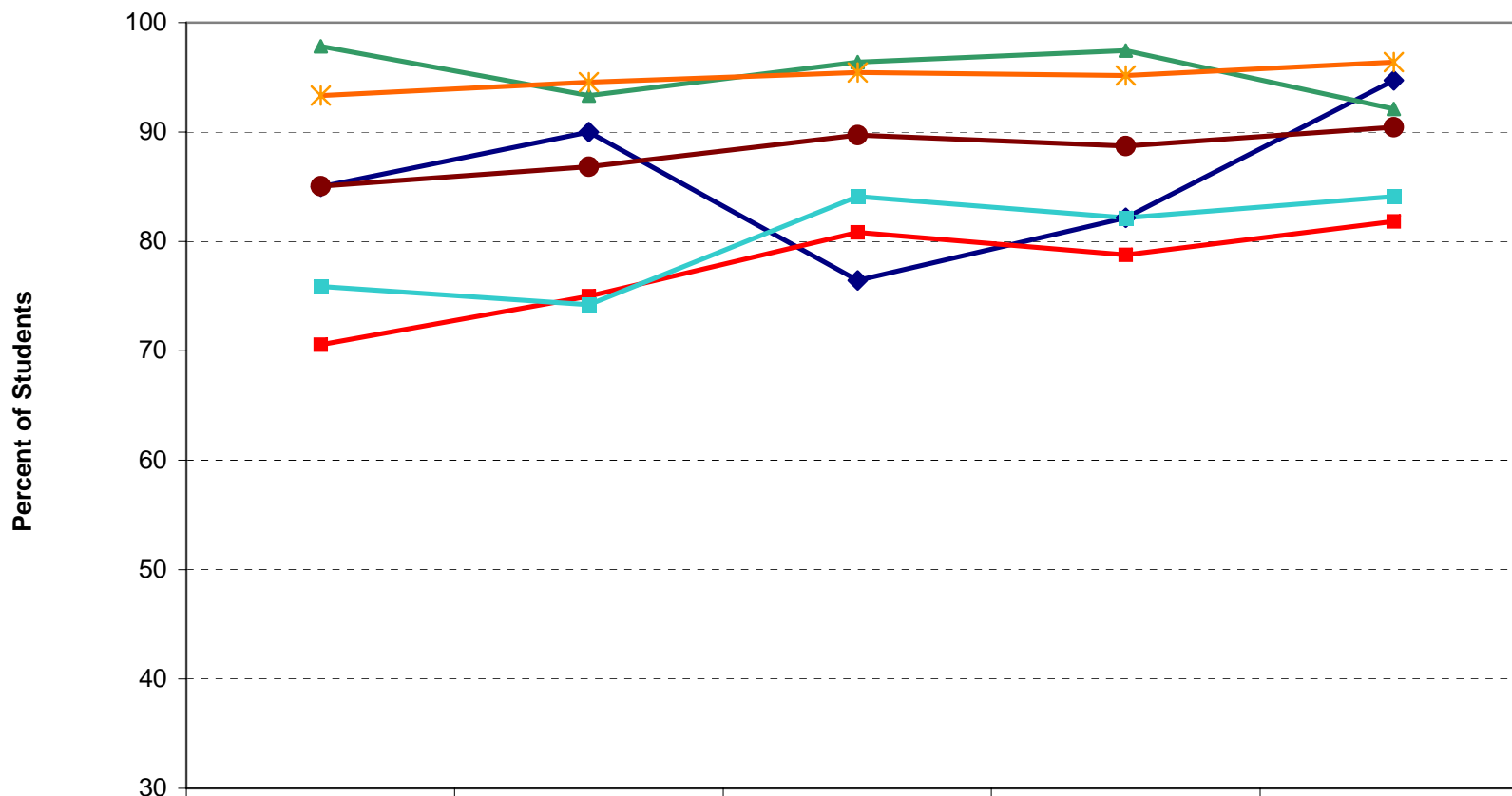
Table 50
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2001-2005
Grade 10 - Mathematics



	Spring 2001 (N=7809)	Spring 2002 (N=7891)	Spring 2003 (N=7571)	Spring 2004 (N=7364)	Spring 2005 (N=7768)
◆ Female	32.0	40.2	42.8	51.3	52.4
■ Male	37.6	45.9	47.7	55.1	51.7
▲ Low-Income	13.9	21.6	22.4	31.0	32.1
■ Not Low-Income	40.4	48.8	53.1	60.1	59.2
* With Disabilities	4.7	6.6	5.5	10.7	8.7
● Without Disabilities	38.2	47.8	50.4	57.9	57.8
+ LEP	15.6	27.0	24.0	29.8	26.0
— Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

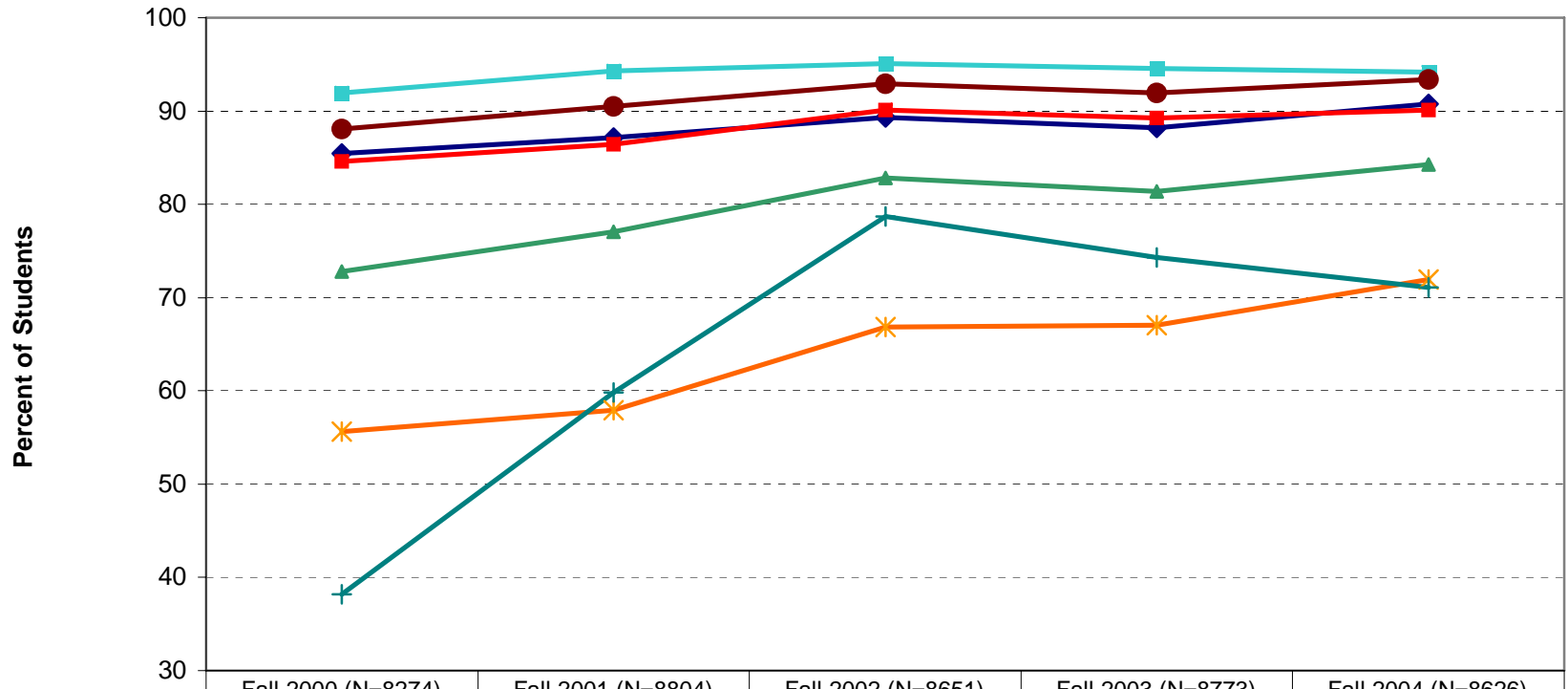
Table 51
Percent of Students Meeting/Exceeding Standards by Race, 2000-2004
Grade 4 - Science



	Fall 2000 (N=8274)	Fall 2001 (N=8804)	Fall 2002 (N=8651)	Fall 2003 (N=8773)	Fall 2004 (N=8626)
◆ American Indian	85.0	90.0	76.5	82.2	94.7
■ African American	70.6	75.0	80.8	78.8	81.9
▲ Asian American	97.8	93.3	96.4	97.5	92.1
■ Hispanic	75.9	74.2	84.1	82.2	84.1
* White	93.3	94.6	95.4	95.2	96.4
● All Students	85.0	86.8	89.7	88.7	90.4

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

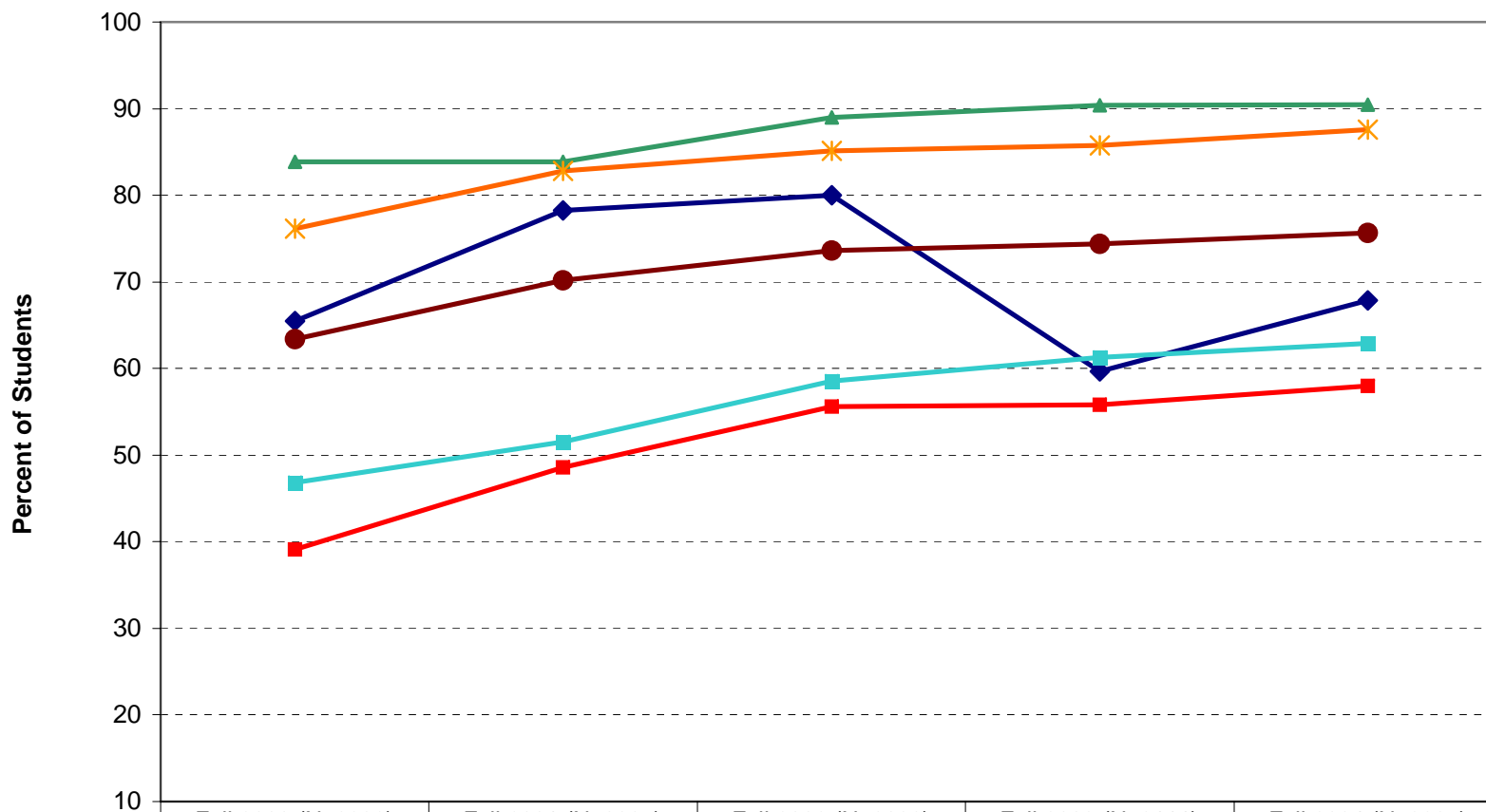
Table 52
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2000-2004
Grade 4 - Science



	Fall 2000 (N=8274)	Fall 2001 (N=8804)	Fall 2002 (N=8651)	Fall 2003 (N=8773)	Fall 2004 (N=8626)
◆ Female	85.5	87.2	89.3	88.2	90.8
■ Male	84.6	86.4	90.1	89.3	90.1
▲ Low-Income	72.8	77.0	82.9	81.4	84.3
■ Not Low-Income	92.0	94.3	95.1	94.6	94.2
* With Disabilities	55.6	58.0	66.8	67.1	71.9
● Without Disabilities	88.1	90.5	92.9	91.9	93.4
+ LEP	38.2	59.8	78.7	74.3	71.1
+ Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

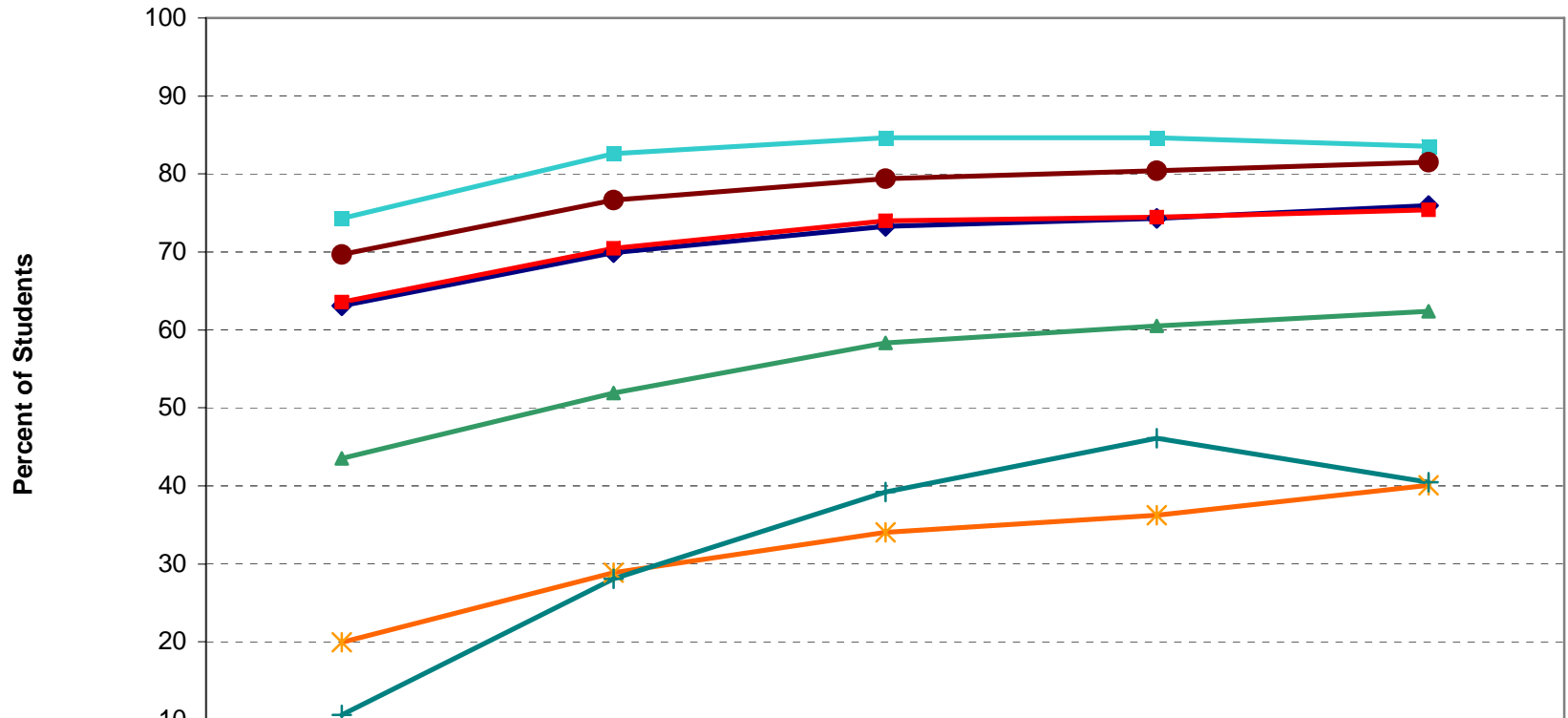
Table 53
Percent of Students Meeting/Exceeding Standards by Race, 2000-2004
Grade 6 - Science



	Fall 2000 (N=8333)	Fall 2001 (N=8885)	Fall 2002 (N=9092)	Fall 2003 (N=9111)	Fall 2004 (N=9287)
◆ American Indian	65.5	78.3	80.0	59.7	67.9
■ African American	39.1	48.6	55.6	55.8	58.0
▲ Asian American	83.8	83.9	89.0	90.4	90.5
■ Hispanic	46.8	51.5	58.6	61.3	62.9
* White	76.2	82.8	85.2	85.8	87.6
● All Students	63.4	70.2	73.6	74.4	75.7

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

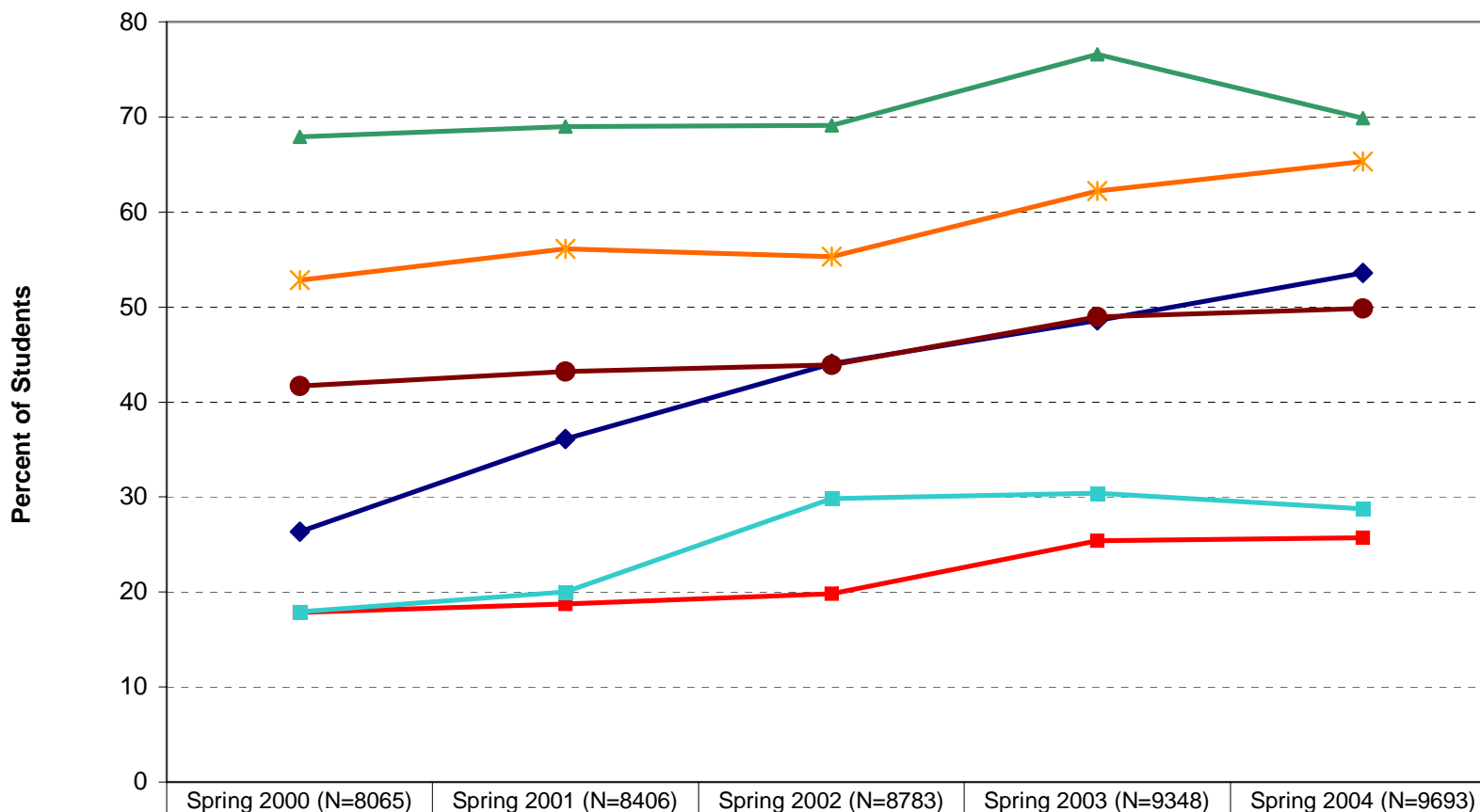
Table 54
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2000-2004
Grade 6 - Science



	Fall 2000 (N=8333)	Fall 2001 (N=8885)	Fall 2002 (N=9092)	Fall 2003 (N=9111)	Fall 2004 (N=9287)
◆ Female	63.1	69.9	73.3	74.3	76.0
■ Male	63.6	70.5	74.0	74.5	75.4
▲ Low-Income	43.5	51.9	58.3	60.5	62.4
■ Not Low-Income	74.3	82.6	84.6	84.7	83.5
* With Disabilities	19.9	28.9	34.1	36.2	40.0
● Without Disabilities	69.7	76.6	79.4	80.5	81.5
+ LEP	10.6	28.1	39.2	46.1	40.5
— Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

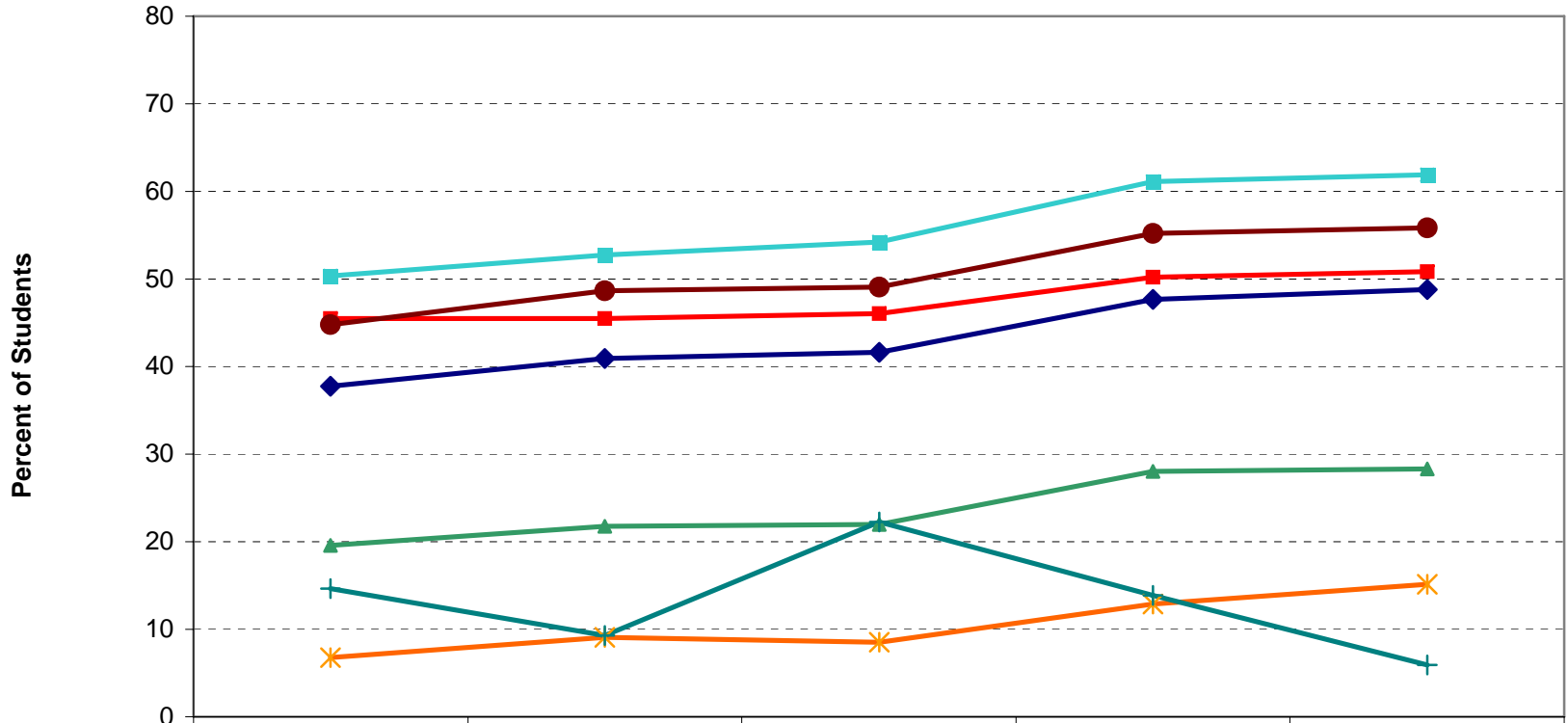
Table 55
Percent of Students Meeting/Exceeding Standards by Race, 2000-2004
Grade 8 - Science



	Spring 2000 (N=8065)	Spring 2001 (N=8406)	Spring 2002 (N=8783)	Spring 2003 (N=9348)	Spring 2004 (N=9693)
◆ American Indian	26.3	36.1	44.0	48.6	53.6
■ African American	17.9	18.8	19.8	25.4	25.7
▲ Asian American	67.9	69.0	69.1	76.6	69.9
■ Hispanic	17.9	20.0	29.8	30.4	28.8
* White	52.8	56.2	55.3	62.2	65.3
● All Students	41.7	43.2	43.9	49.0	49.9

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

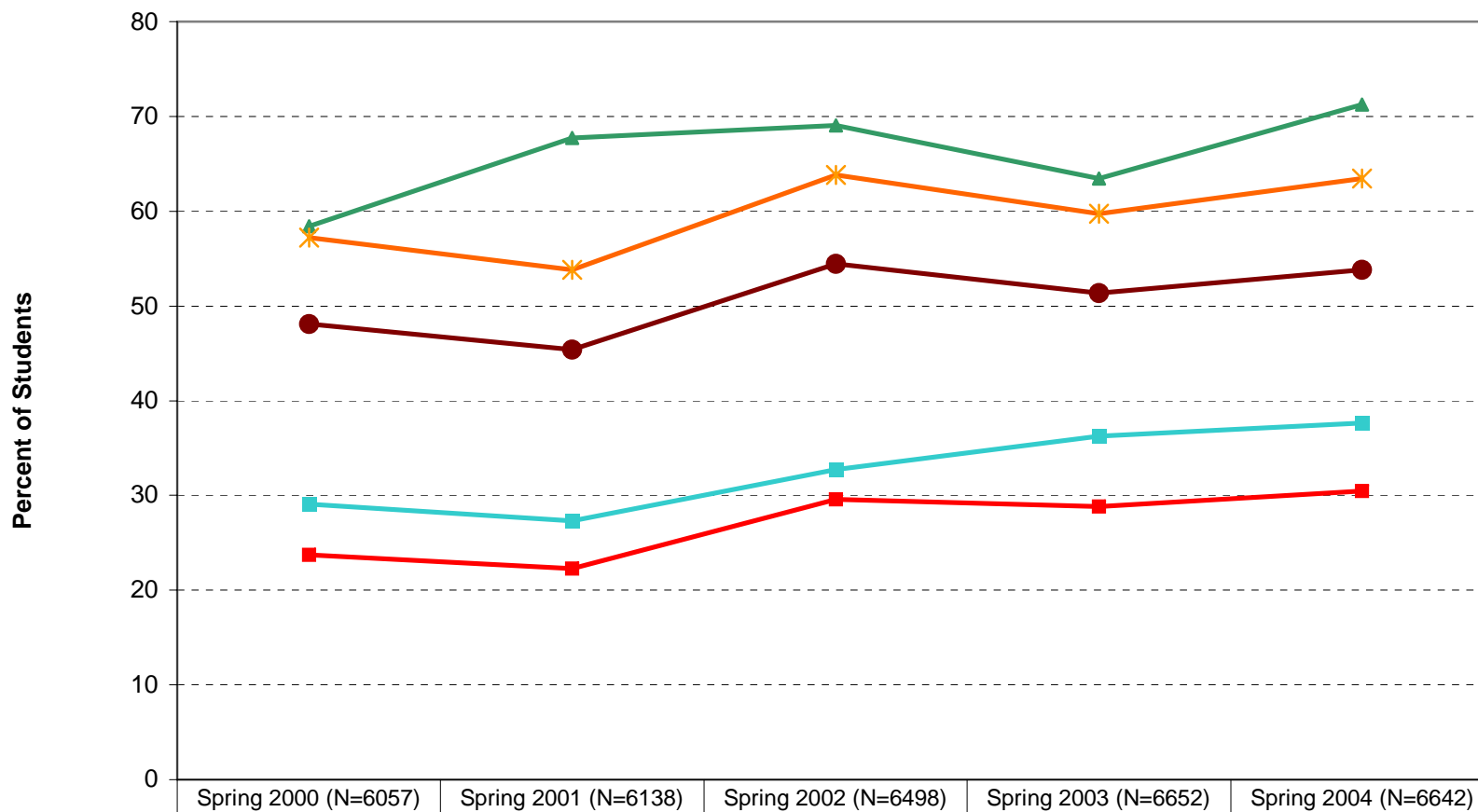
Table 56
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2000-2004
Grade 8 - Science



	Spring 2000 (N=8065)	Spring 2001 (N=8406)	Spring 2002 (N=8783)	Spring 2003 (N=9348)	Spring 2004 (N=9693)
◆ Female	37.8	40.9	41.6	47.7	48.8
■ Male	45.5	45.5	46.1	50.2	50.9
▲ Low-Income	19.6	21.8	22.0	28.0	28.3
■ Not Low-Income	50.4	52.8	54.2	61.2	61.9
* With Disabilities	6.7	9.1	8.5	12.9	15.1
● Without Disabilities	44.8	48.7	49.1	55.2	55.8
+ LEP	14.6	9.3	22.2	13.9	5.9
— Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

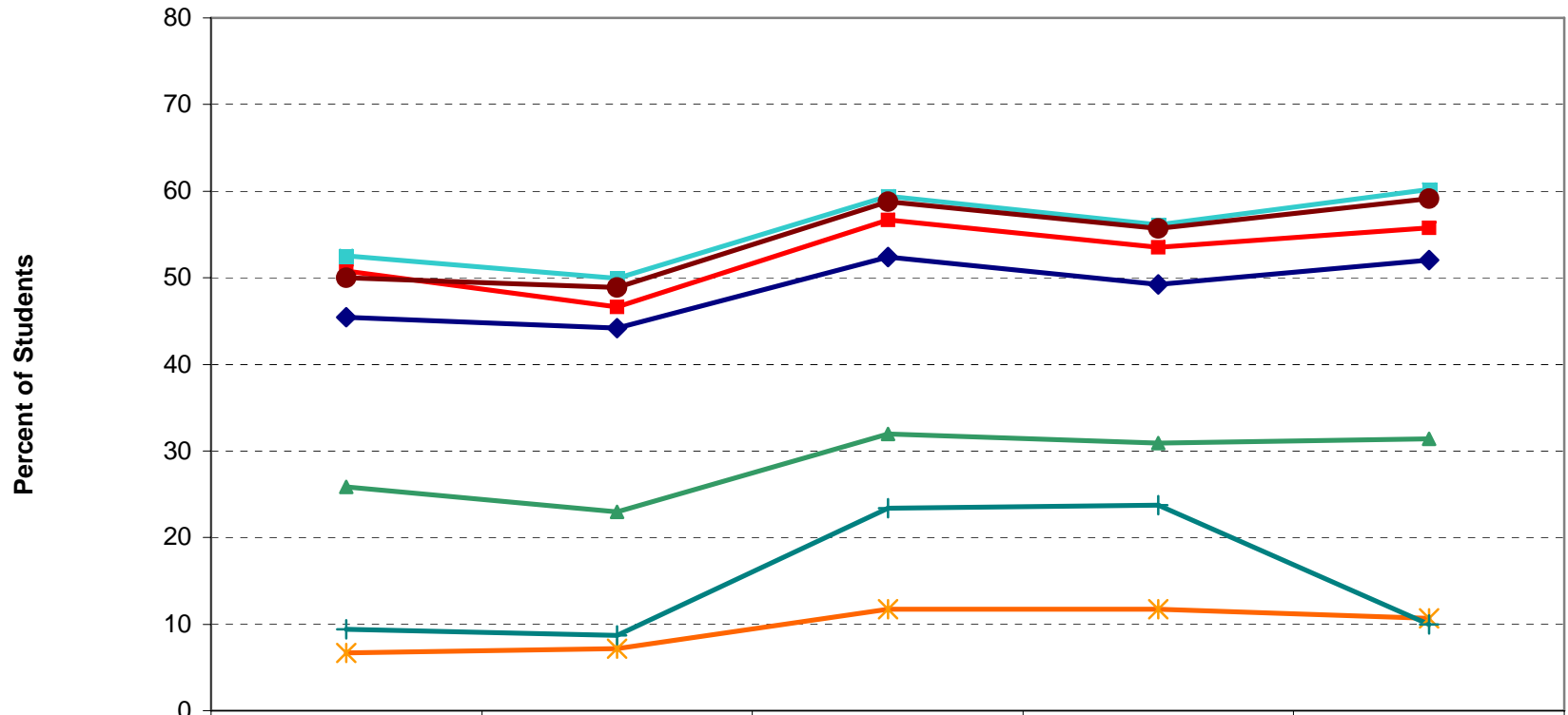
Table 57
Percent of Students Meeting/Exceeding Standards by Race, 2000-2004
Grade 11 - Science



	Spring 2000 (N=6057)	Spring 2001 (N=6138)	Spring 2002 (N=6498)	Spring 2003 (N=6652)	Spring 2004 (N=6642)
American Indian*					
African American	23.7	22.3	29.6	28.9	30.5
Asian American	58.4	67.7	69.0	63.5	71.2
Hispanic	29.1	27.3	32.7	36.3	37.6
White	57.2	53.8	63.8	59.8	63.4
All Students	48.1	45.4	54.5	51.3	53.8

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

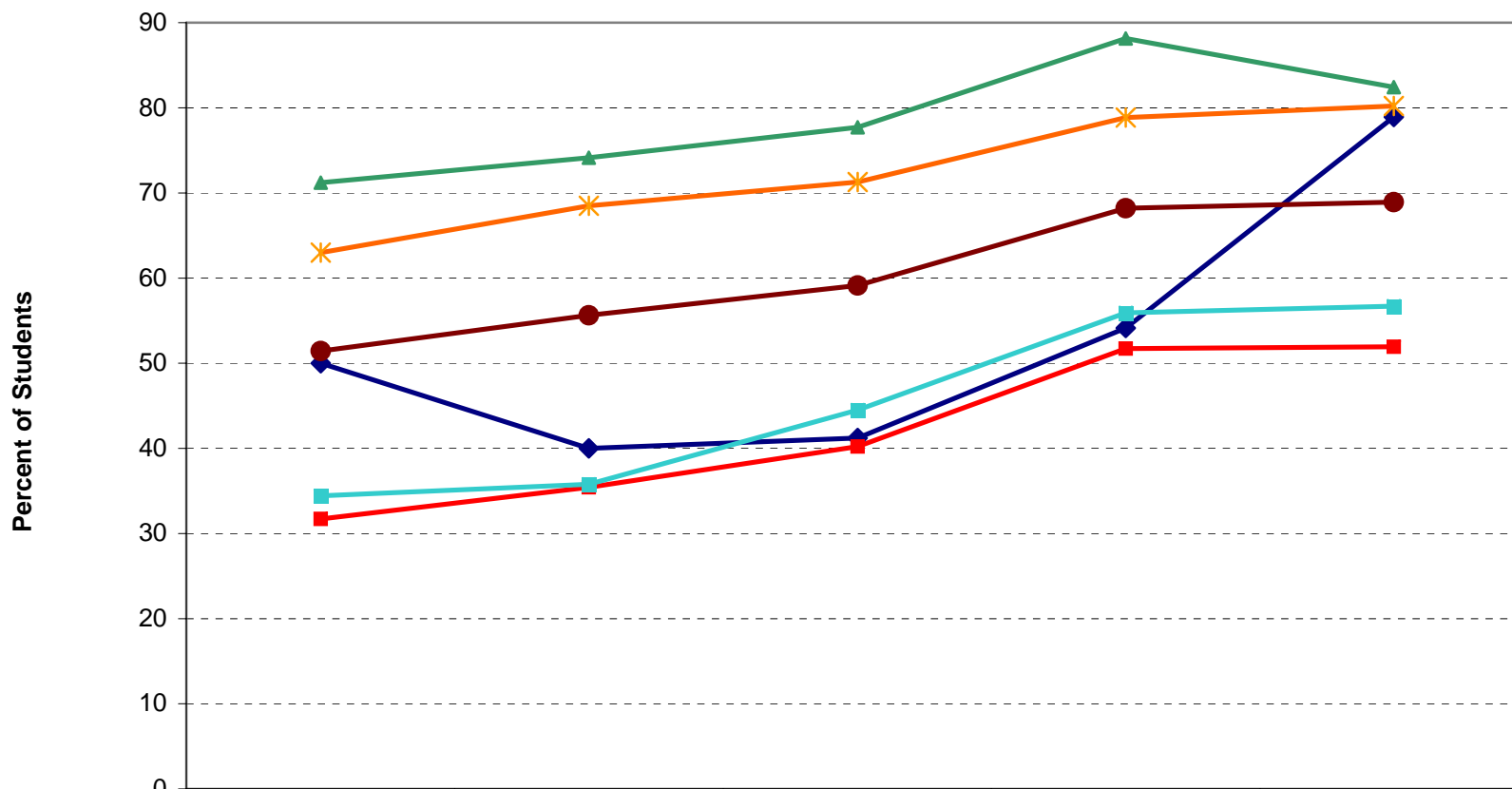
Table 58
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2000-2004
Grade 11 - Science



	Spring 2000 (N=6057)	Spring 2001 (N=6138)	Spring 2002 (N=6498)	Spring 2003 (N=6652)	Spring 2004 (N=6642)
◆ Female	45.4	44.1	52.4	49.3	52.1
■ Male	50.8	46.6	56.7	53.5	55.8
▲ Low-Income	25.9	22.9	31.9	30.9	31.4
■ Not Low-Income	52.5	50.0	59.4	56.1	60.2
* With Disabilities	6.6	7.2	11.7	11.7	10.7
● Without Disabilities	50.0	48.9	58.8	55.7	59.2
+ LEP	9.4	8.7	23.4	23.8	10.0
◆ Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

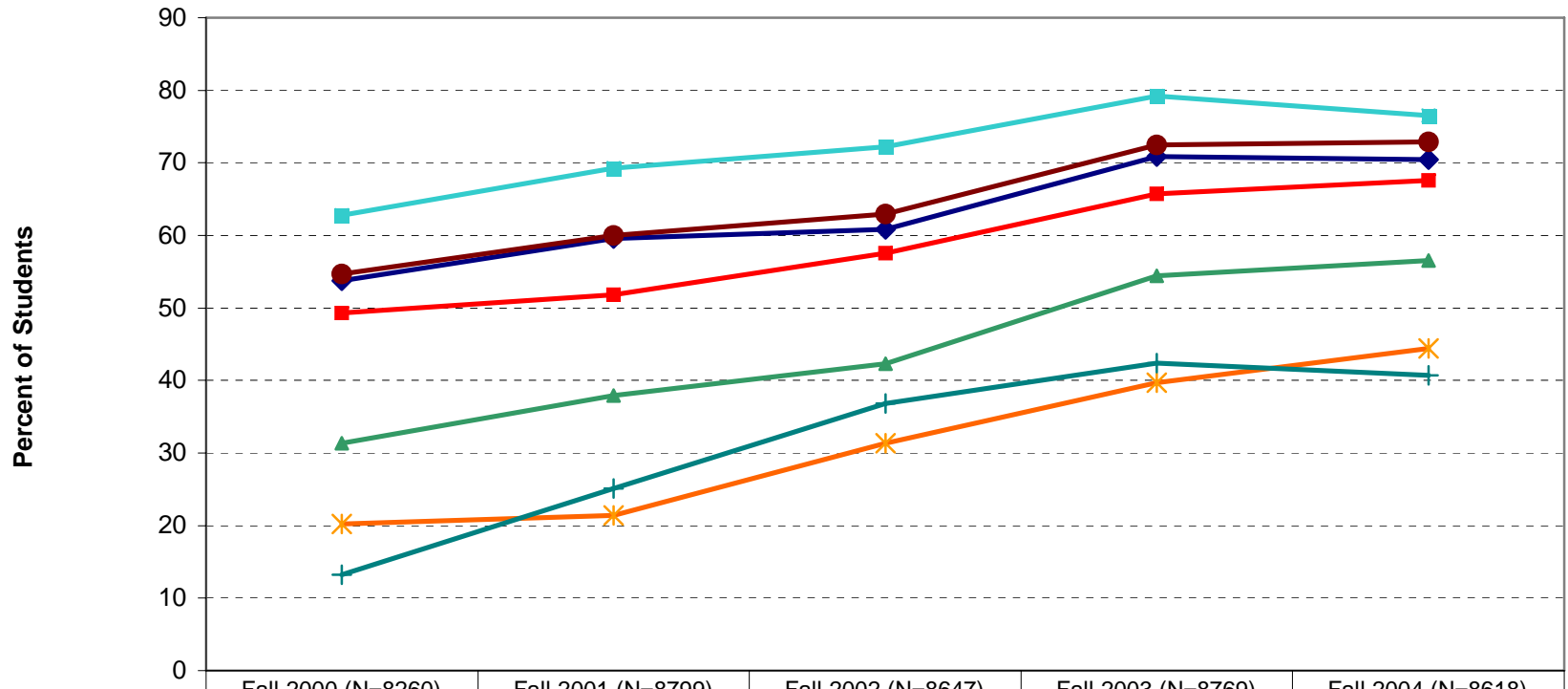
Table 59
Percent of Students Meeting/Exceeding Standards by Race, 2000-2004
Grade 4 - Social Studies



	Fall 2000 (N=8260)	Fall 2001 (N=8799)	Fall 2002 (N=8647)	Fall 2003 (N=8769)	Fall 2004 (N=8618)
◆ American Indian	50.0	40.0	41.2	54.2	78.9
■ African American	31.7	35.4	40.2	51.7	52.0
▲ Asian	71.2	74.1	77.7	88.1	82.5
■ Hispanic	34.5	35.8	44.5	56.0	56.7
* White	63.0	68.5	71.3	78.9	80.2
● All Students	51.4	55.6	59.2	68.2	69.0

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

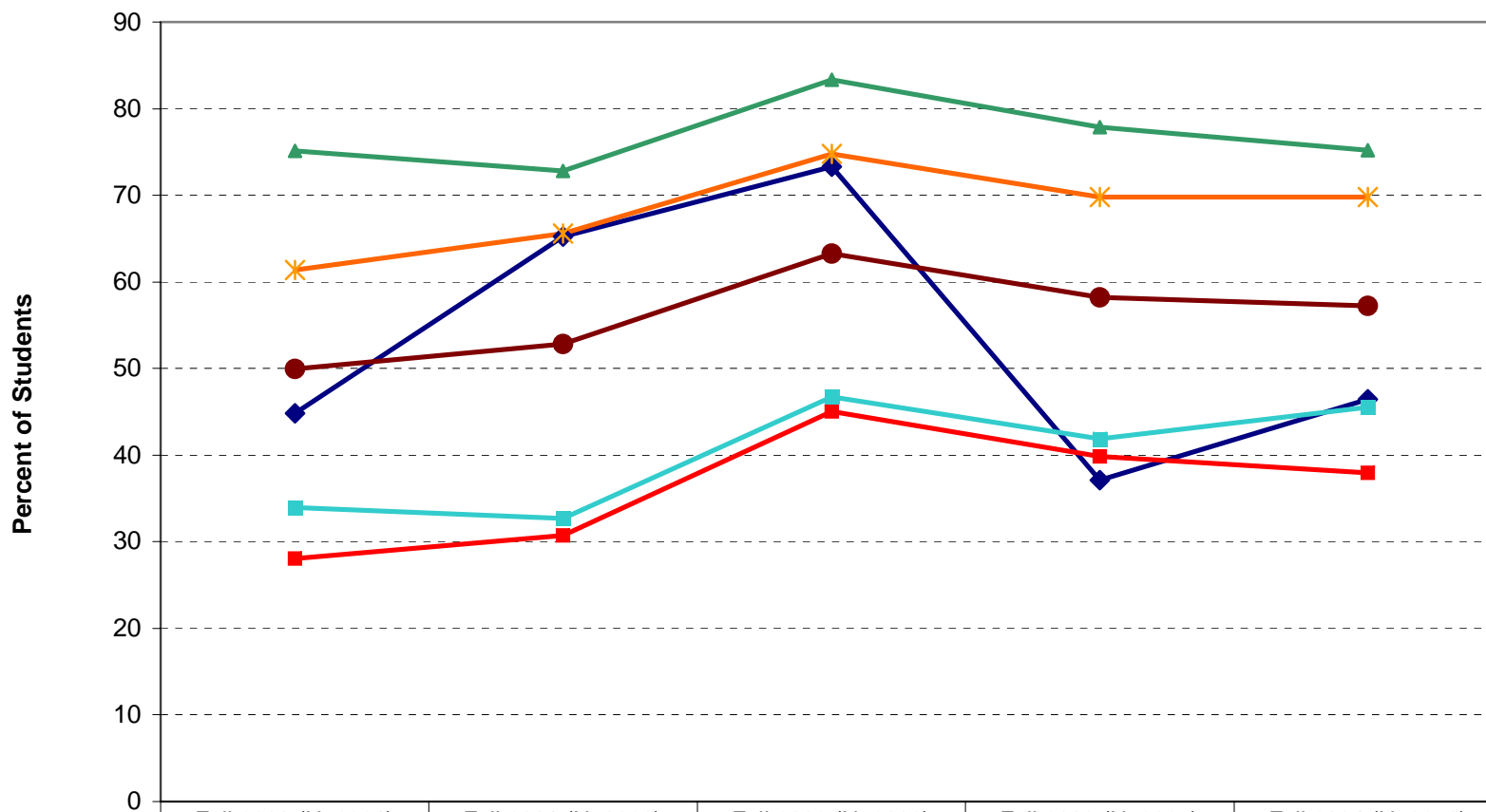
Table 60
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2000-2004
Grade 4 - Social Studies



	Fall 2000 (N=8260)	Fall 2001 (N=8799)	Fall 2002 (N=8647)	Fall 2003 (N=8769)	Fall 2004 (N=8618)
◆ Female	53.8	59.6	60.8	70.8	70.4
■ Male	49.3	51.8	57.6	65.7	67.6
▲ Low-Income	31.4	37.9	42.3	54.4	56.6
■ Not Low-Income	62.8	69.3	72.2	79.2	76.5
* With Disabilities	20.3	21.4	31.3	39.7	44.4
● Without Disabilities	54.7	60.0	63.0	72.5	72.9
+ LEP	13.2	25.1	36.8	42.4	40.7
+ Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

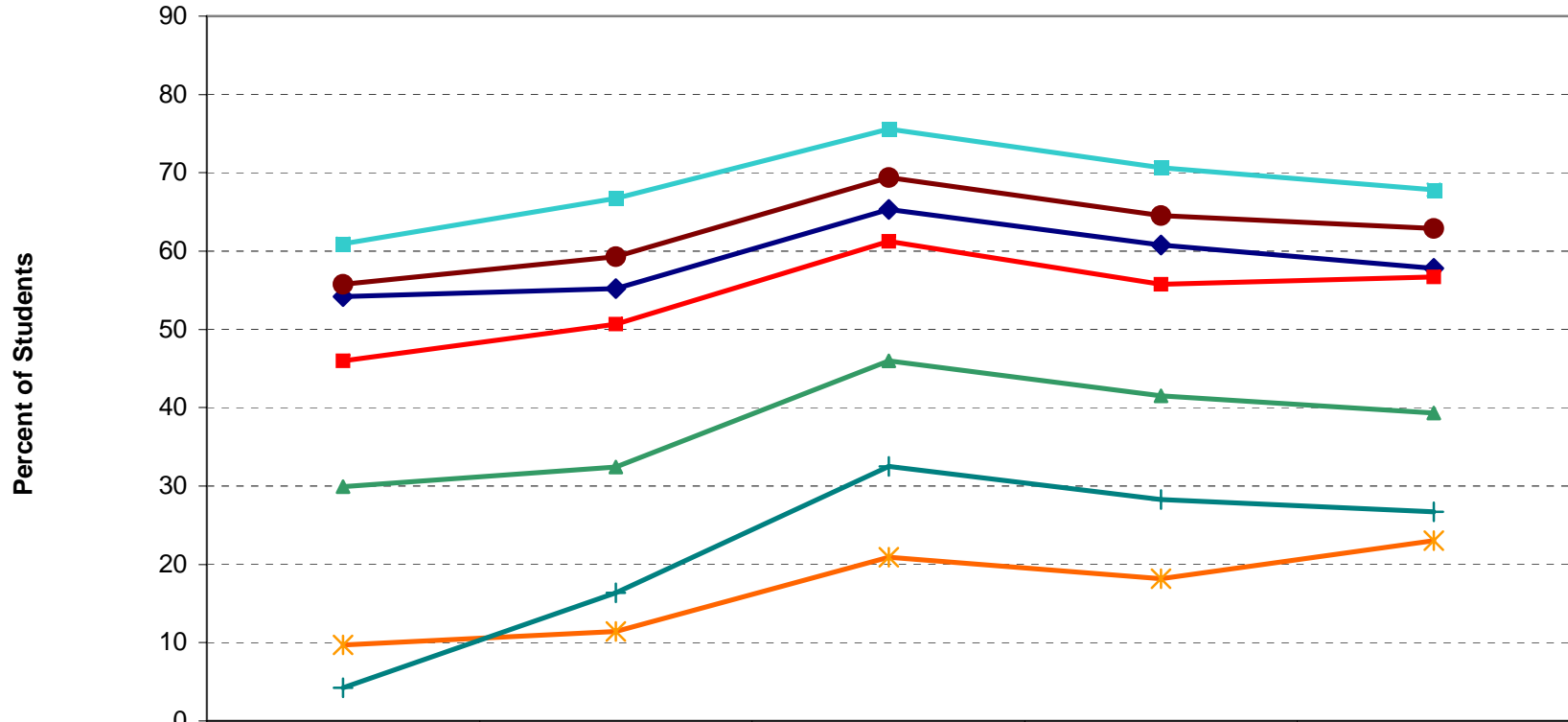
Table 61
Percent of Students Meeting/Exceeding Standards by Race, 2000-2004
Grade 6 - Social Studies



	Fall 2000 (N=8321)	Fall 2001 (N=8862)	Fall 2002 (N=9088)	Fall 2003 (N=9095)	Fall 2004 (N=9270)
◆ American Indian	44.8	65.2	73.3	37.1	46.4
■ African American	28.0	30.8	45.0	39.9	37.9
▲ Asian	75.2	72.8	83.3	77.9	75.2
■ Hispanic	33.9	32.7	46.7	41.9	45.5
* White	61.4	65.6	74.8	69.8	69.8
● All Students	49.9	52.8	63.2	58.2	57.2

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

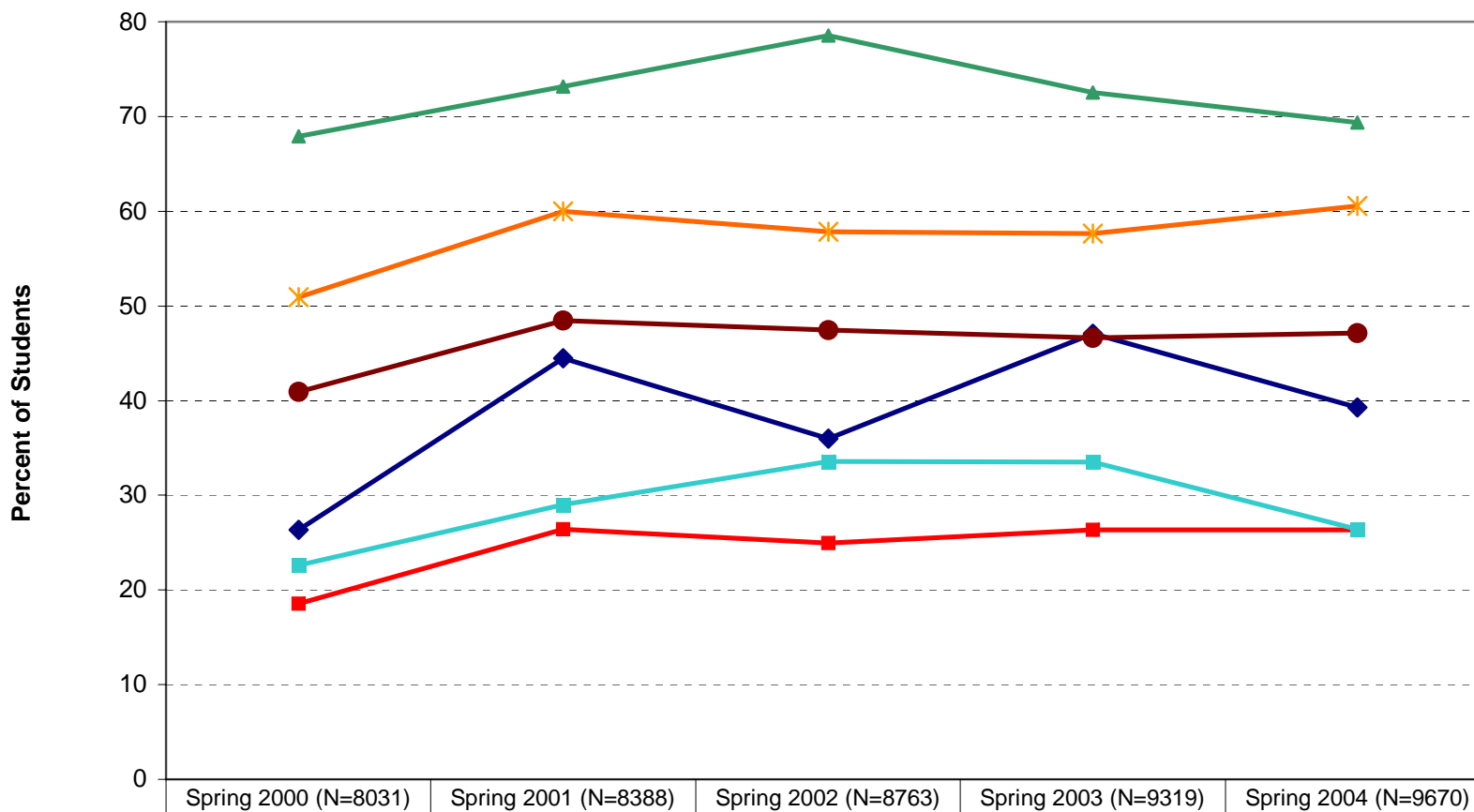
Table 62
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2000-2004
Grade 6 - Social Studies



	Fall 2000 (N=8321)	Fall 2001 (N=8862)	Fall 2002 (N=9088)	Fall 2003 (N=9095)	Fall 2004 (N=9270)
◆ Female	54.2	55.2	65.3	60.8	57.8
■ Male	46.0	50.7	61.3	55.8	56.7
▲ Low-Income	29.9	32.4	46.0	41.5	39.3
■ Not Low-Income	60.9	66.7	75.6	70.6	67.9
* With Disabilities	9.7	11.5	20.9	18.2	23.0
● Without Disabilities	55.7	59.3	69.4	64.6	62.9
+ LEP	4.3	16.4	32.5	28.3	26.7
◆ Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

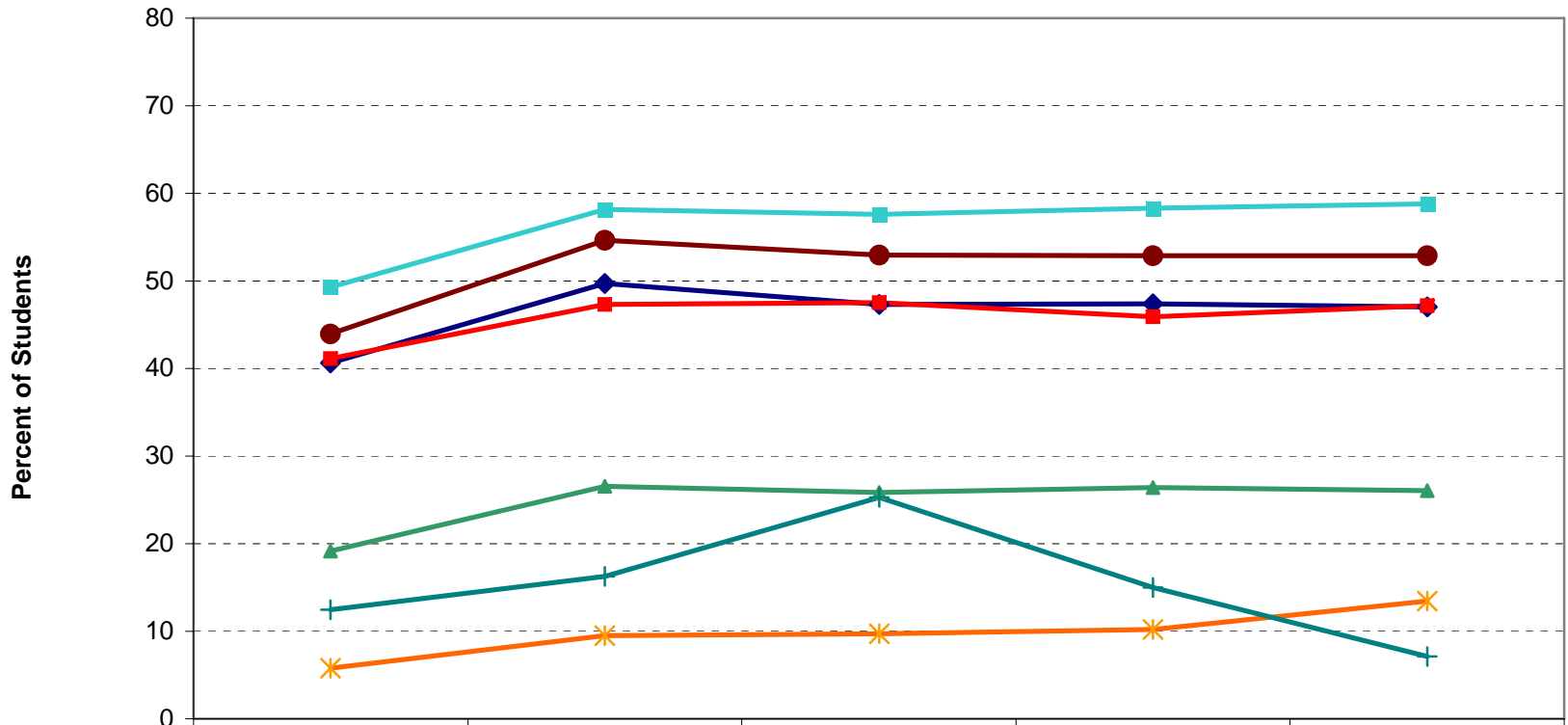
Table 63
Percent of Students Meeting/Exceeding Standards by Race, 2000-2004
Grade 8 - Social Studies



	Spring 2000 (N=8031)	Spring 2001 (N=8388)	Spring 2002 (N=8763)	Spring 2003 (N=9319)	Spring 2004 (N=9670)
◆ American Indian	26.3	44.4	36.0	47.0	39.3
■ African American	18.5	26.4	25.0	26.3	26.3
▲ Asian	67.9	73.1	78.5	72.6	69.4
■ Hispanic	22.6	29.0	33.6	33.5	26.4
* White	50.9	60.0	57.8	57.6	60.5
● All Students	40.9	48.5	47.5	46.6	47.1

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

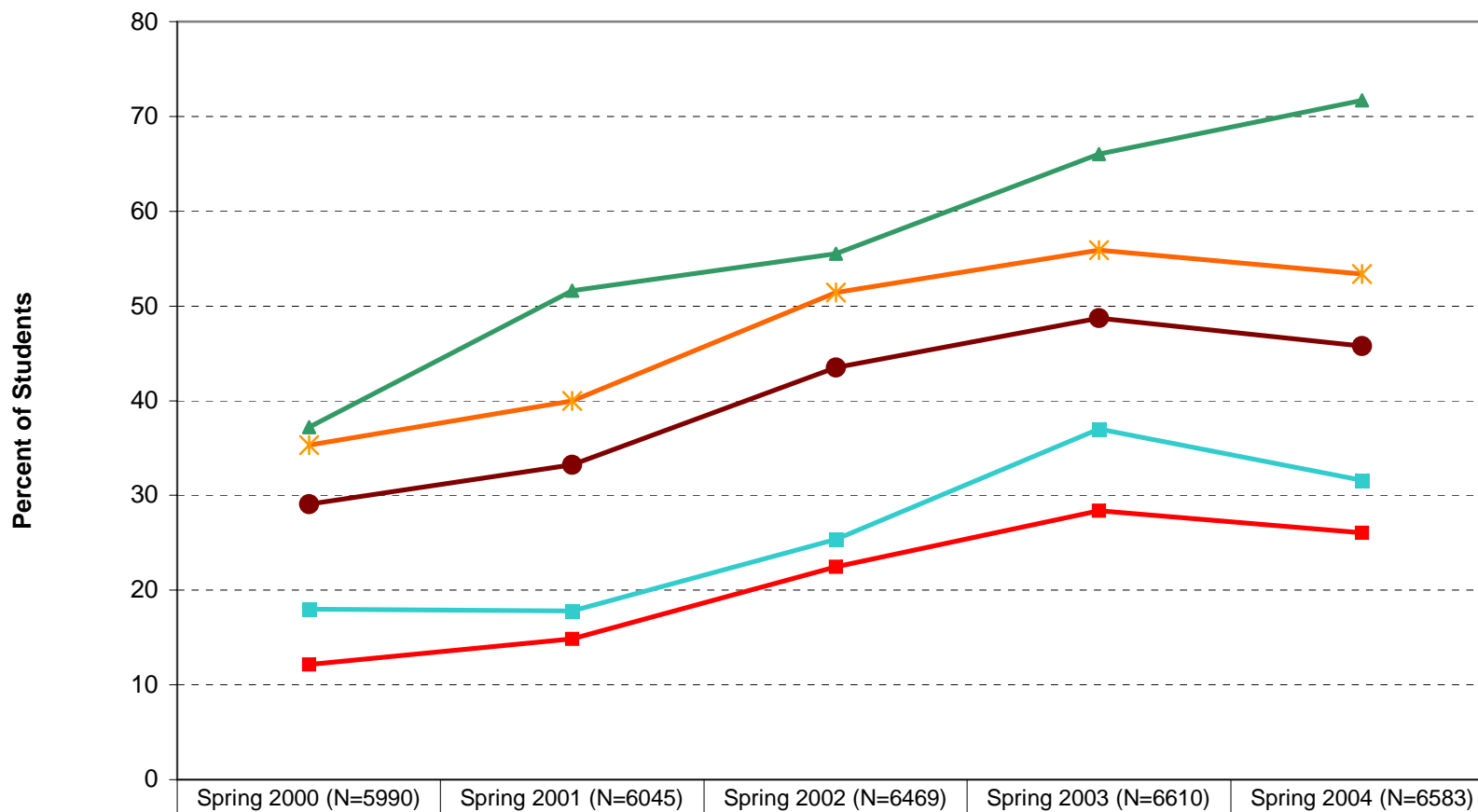
Table 64
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2000-2004
Grade 8 - Social Studies



	Spring 2000 (N=8031)	Spring 2001 (N=8388)	Spring 2002 (N=8763)	Spring 2003 (N=9319)	Spring 2004 (N=9670)
◆ Female	40.6	49.7	47.3	47.4	47.1
■ Male	41.2	47.3	47.6	45.9	47.1
▲ Low-Income	19.2	26.6	25.8	26.4	26.1
■ Not Low-Income	49.3	58.2	57.6	58.3	58.8
* With Disabilities	5.8	9.5	9.7	10.2	13.5
● Without Disabilities	43.9	54.6	53.0	52.9	52.9
+ LEP	12.5	16.3	25.3	15.0	7.1
— Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

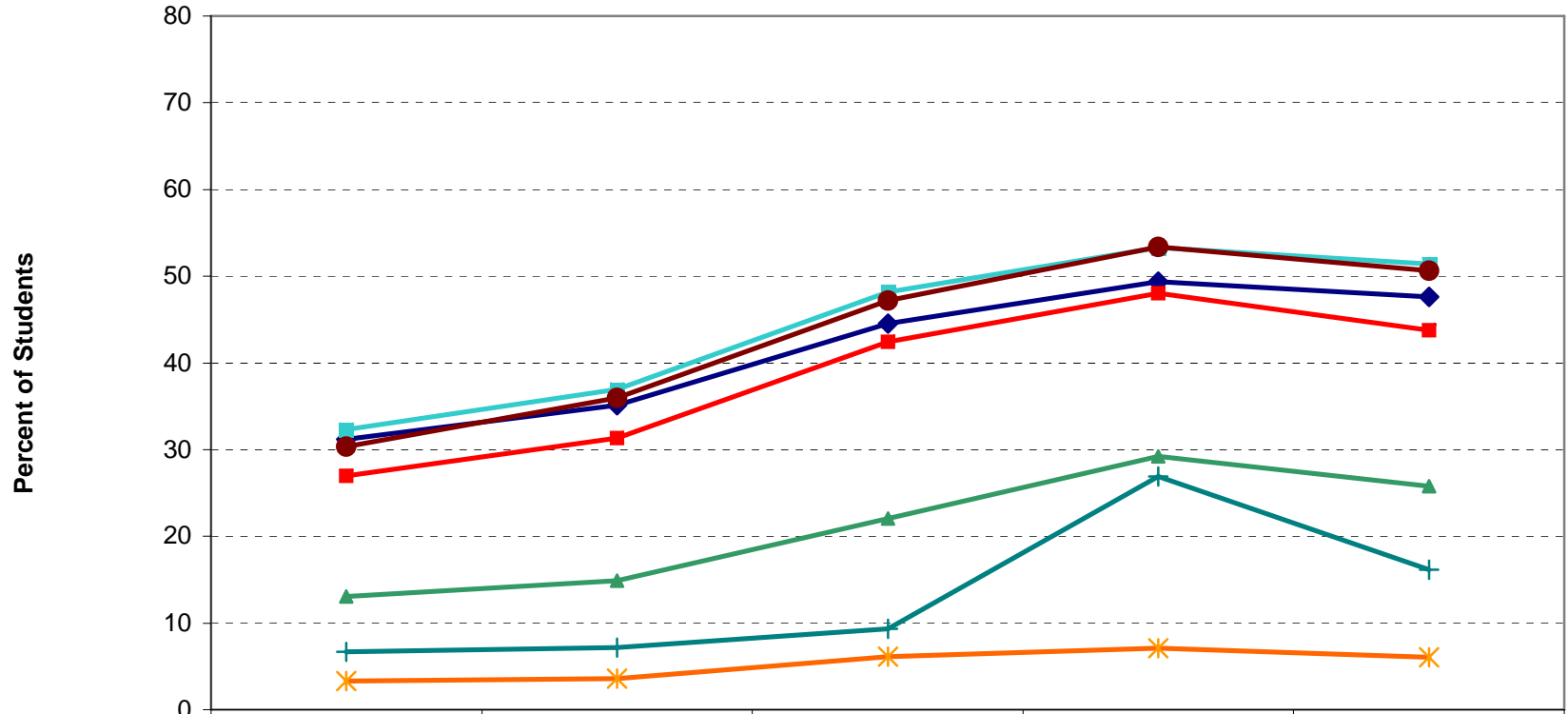
Table 65
Percent of Students Meeting/Exceeding Standards by Race, 2000-2004
Grade 11 - Social Studies



	Spring 2000 (N=5990)	Spring 2001 (N=6045)	Spring 2002 (N=6469)	Spring 2003 (N=6610)	Spring 2004 (N=6583)
American Indian*					
African American	12.2	14.9	22.5	28.4	26.0
Asian	37.2	51.6	55.5	66.0	71.7
Hispanic	18.0	17.8	25.4	37.0	31.6
White	35.3	40.0	51.4	55.9	53.3
All Students	29.1	33.3	43.5	48.7	45.8

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 66
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2000-2004
Grade 11 - Social Studies



	Spring 2000 (N=5990)	Spring 2001 (N=6045)	Spring 2002 (N=6469)	Spring 2003 (N=6610)	Spring 2004 (N=6583)
◆ Female	31.2	35.1	44.5	49.4	47.6
■ Male	27.0	31.3	42.4	48.1	43.8
▲ Low-Income	13.0	14.9	22.0	29.2	25.8
■ Not Low-Income	32.3	37.0	48.2	53.3	51.4
* With Disabilities	3.3	3.6	6.1	7.1	6.0
● Without Disabilities	30.3	35.9	47.2	53.4	50.6
+ LEP	6.7	7.1	9.3	26.9	16.1
+ Migrant*					

* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

**OTHER INDICATORS USED BY THE STATE TO
DETERMINE THE ADEQUATE YEARLY PROGRESS OF
STUDENTS IN ACHIEVING STATE ACADEMIC
ACHIEVEMENT STANDARDS DISAGGREGATED BY
STUDENT SUBGROUPS**

FOR HIGH SCHOOLS - COHORT GRADUATION RATES

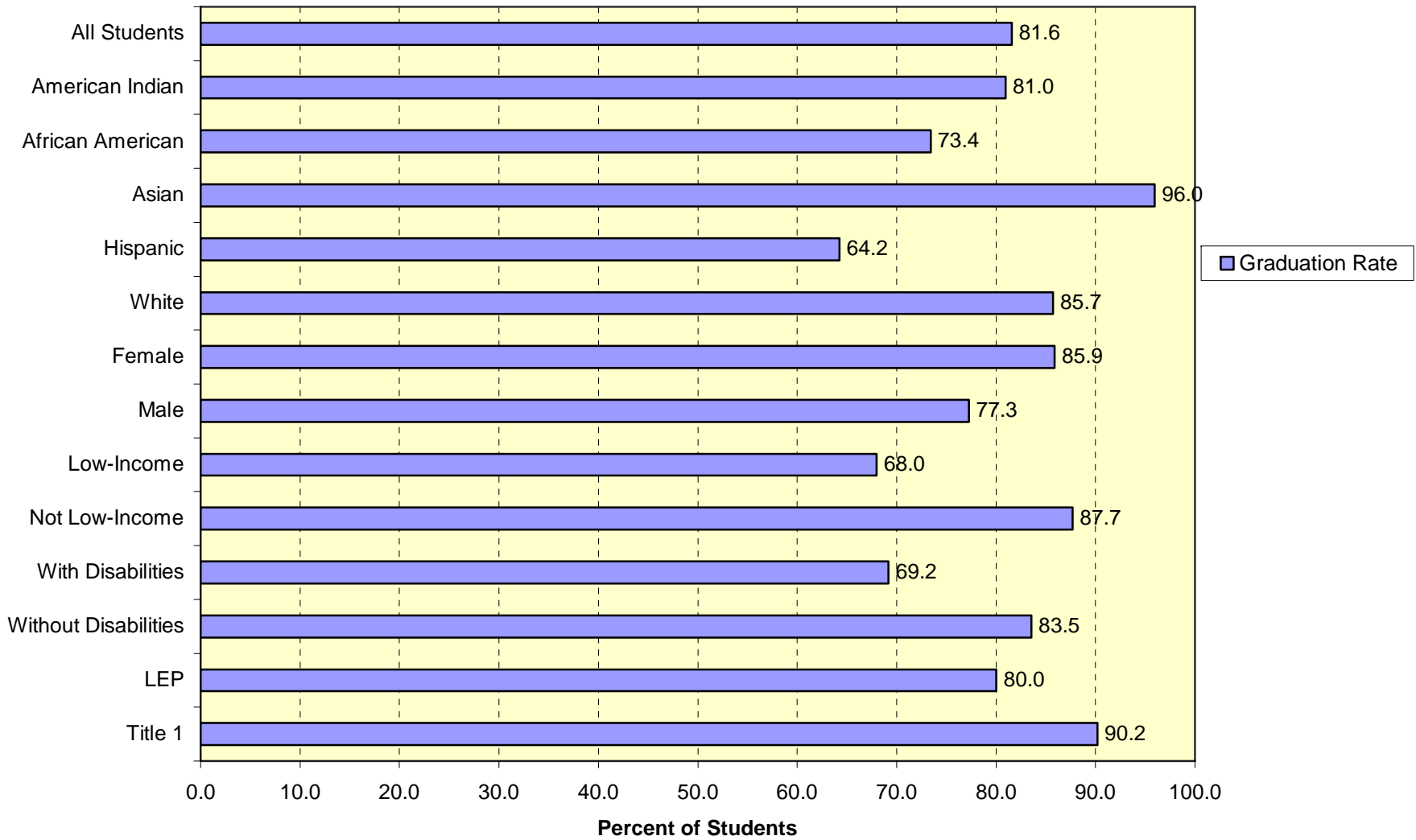
**FOR ELEMENTARY AND MIDDLE SCHOOLS – PROGRESS SHOWN IN THE “ALL”
STUDENTS CELL FOR AVERAGE SCALE SCORES FOR READING AND MATHEMATICS
COMBINED FOR STUDENTS SCORING BELOW THE STANDARD COMPARED TO THE
PREVIOUS YEAR**

DELAWARE SECONDARY SCHOOL GRADUATES

**IN THE AGGREGATE AND DISAGGREGATED BY RACE, EDUCATION LEVEL,
INCOME AND LIMITED ENGLISH PROFICIENCY, MIGRANT, GENDER, AND
TITLE I**

July 1, 2003 – June 30, 2004

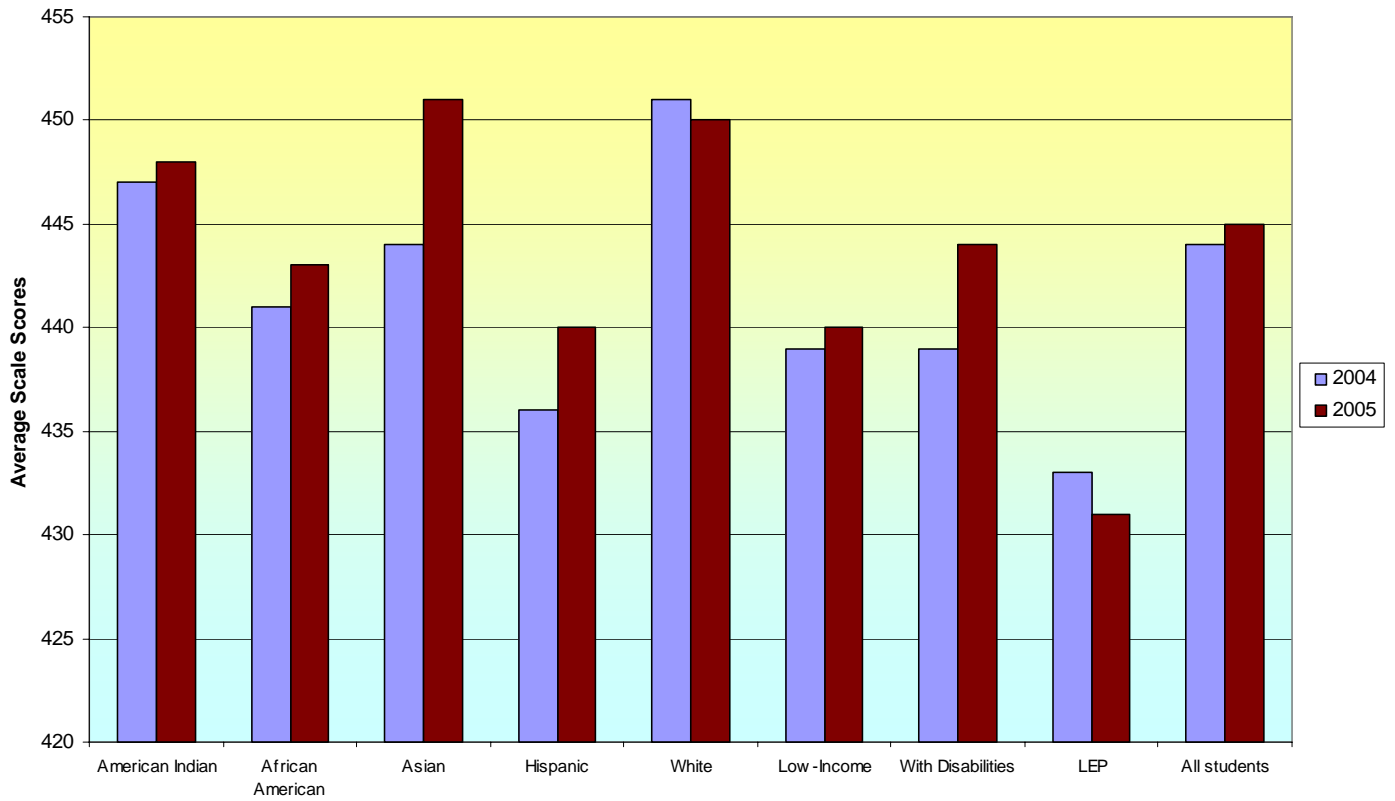
June, 2004 Graduation Rate
81.6% (5,958) of the 9th grade class of four years ago (7,305) graduated in June of 2004



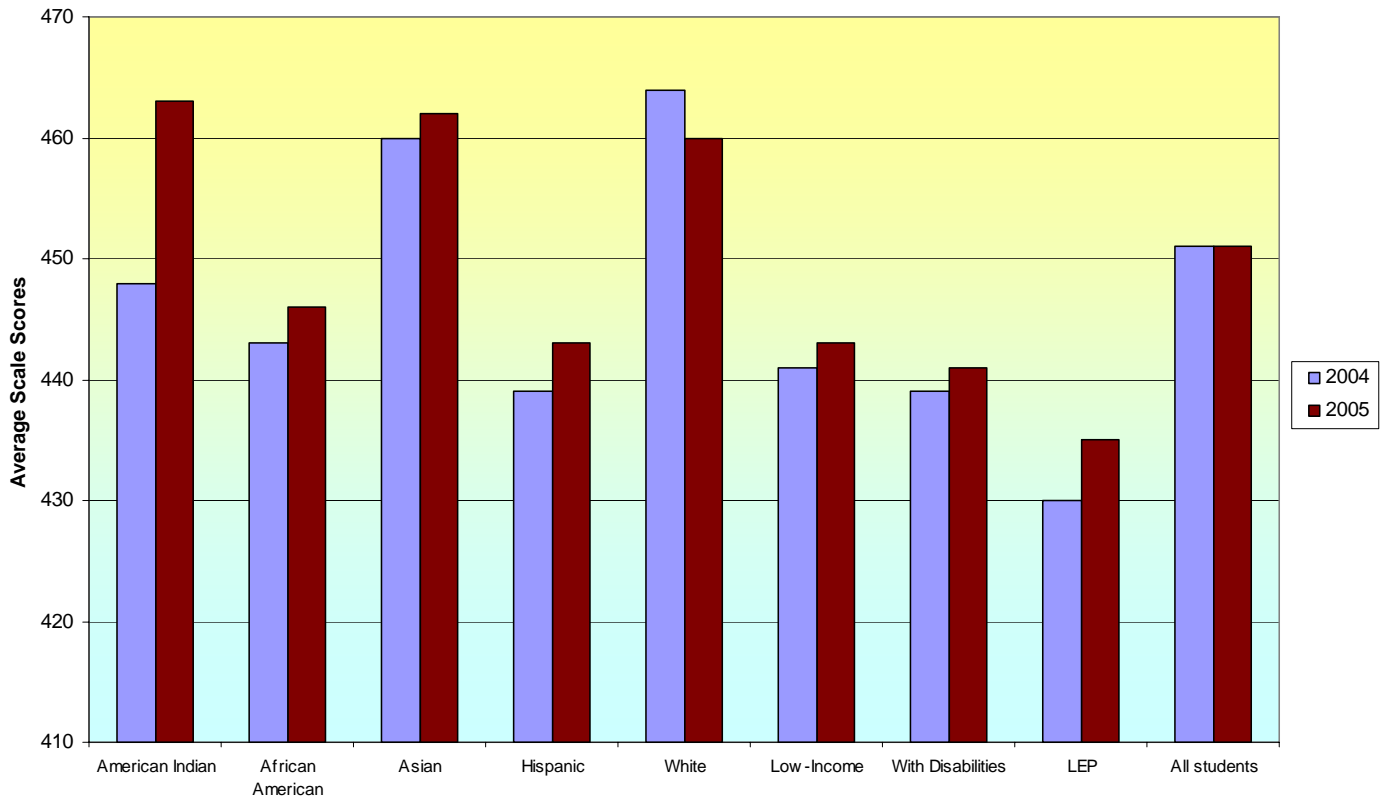
Note: These Graduation Rates Will Differ from Reported AYP Graduation Rates Due to the Inclusion of Adult Education Students.

**PROGRESS SHOWN IN THE “ALL” STUDENTS CELL FOR AVERAGE SCALE
SCORES FOR READING AND MATH COMBINED FOR STUDENTS SCORING
BELOW THE STANDARD COMPARED TO THE PREVIOUS YEAR**

**Average Reading Scale Scores for Students Below Standards
2004 vs. 2005**



**Average Math Scale Scores for Students Below Standards
2004 vs. 2005**



ACCOUNTABILITY REGULATIONS

Performance of Local Education
Agencies in Delaware Making
Adequate Yearly Progress (AYP)
Including the Number and Names
Of Schools and Districts Identified As
“Under Improvement”

DELAWARE SCHOOL AND DISTRICT ACCOUNTABILITY SYSTEM EXECUTIVE SUMMARY

As a result of the *No Child Left Behind* (NCLB) Act of 2001, Delaware was required to modify its existing accountability system to meet the requirements of the far-reaching federal law. According to NCLB, all states are required to conduct an annual assessment of all students in grades 3-8 and one high school grade. The results of these annual assessments in selected grades are currently used as the primary means to determine school and school district accountability ratings. Delaware merged existing state accountability processes with the new federal legislation to produce a unique accountability system that not only meets the needs of Delaware legislation, but also addresses the federal requirements. The system allows Delaware to monitor student progress in various subgroups of students, at the school, district and state levels.

Adequate Yearly Progress (AYP) is designed to measure academic performance of not only all students but of subgroups within the student population. One of the key changes to Delaware's existing system, and for all states across the country, is that 100% of all students must be proficient in English/language arts (reading and writing) and mathematics by the 2013-2014 school year. The federal formula for determining AYP is based upon all students and required subgroups of students meeting proficiency at an established annual target. That target will continually increase towards the 2013-2014 school year when 100% of students across the U.S. must be proficient.

Delaware's Accountability System, which determines ratings for schools and districts, is based on the performance of students *taught* in each school or district rather than just *tested* in the school/district. A student's Delaware Student Testing Program (DSTP) results are assigned to the school/district(s) that the student attended.

The following conditions are applied to calculate school accountability. Annual measurable target percentages have been established in Delaware for both reading/language arts and mathematics. Delaware's target this year for English/language arts is 57%. In mathematics, the target has been calculated at 33%. Specific categories of students (all, race/ethnicity, low-income, limited English proficient and children with disabilities) must meet these annual percentages each year or show a decrease of at least 10% in the number of students not meeting standards in order for a school to successfully meet Adequate Yearly Progress (AYP) requirements. Schools must also meet State Progress Determination (SPD) targets consisting of scaled composite scores representing the percentage of students in each of five performance levels for reading, math, science and social studies tests. Schools will receive an overall rating determined by a combination of AYP and SPD ratings. There must be at least 40 students in any category before that category is utilized in measuring a school's progress towards meeting target goals. Data is reported if there are at least 15 students in a subgroup.

Ninety-five percent of all students (higher of current year or two-year average) must participate in the DSTP assessments in order for a school to make adequate yearly progress. The school must also maintain progress from the previous year for other academic indicators. For high schools, it is the graduation rate. For elementary and middle schools, it is progress shown in the "All" students cell for average scale scores for reading and math combined for students scoring below the standard compared to the previous year.

The following conditions are applied to calculate district accountability. The district's State Progress Determination (SPD), the state component, and an Adequate Yearly Progress (AYP) status, the federally required computation, are the primary outputs of the accountability system. District accountability combines students into three component grade level clusters: elementary (grades K - 5), middle (grades 6, 7 & 8) and high school (grades 9-12).

In determining percent meeting/exceeding the standards (performance target), the percentage of students meeting standards is compared to a State target. The higher of two measures is used to determine progress for the performance target: the current year's test data or the average of the current year and the previous year of test scores. If a score does not meet the target, a mathematical confidence interval is calculated, added to the district's score and compared to the target. A similar comparison is used to determine if the 95% participation target was met, the higher of the current participation rate or the two-year average will be used.

Eight target levels have been established between the span of 2003 to 2014 to guide Delaware's progress towards having 100% of Delaware students meeting/exceeding standards for both English/language arts and math. If a district does not meet the target for a given year, a second look is used to see if indeed there has been some progress toward the target. If the progress shows a 10% or greater decrease in the percent of students not meeting the standards as compared to the previous year, then that district is granted 'Safe Harbor' and will meet the annual performance target provided that progress in the other indicator is also demonstrated.

To meet Adequate Yearly Progress (AYP), a district must meet: (1) participation standards for all subgroups that have a population of 40 or more students; (2) performance targets or attaining Safe Harbor for all subgroups that have a population of 40 or more students; and (3) maintain or show progress toward the appropriate Other Indicator for the total district population. The district must maintain or show progress towards both the elementary/middle school Other Indicator (scale score performance on the reading and math assessments) AND the high school Other Indicator (graduation rate).

Districts must also meet a State Progress Determination (SPD) target. This district-wide calculation is a scaled composite score consisting of the percentage of students in each performance level for reading, math, science and social studies tests. The district must achieve a certain composite score AND show specified amounts of progress over last year's composite score to be rated Above Target, Meets Target, or Below Target.

A district's rating status is based on a district's progress or lack of progress towards achieving mandated targets. If a district has a Below Target rating in English-language arts, mathematics or Other Indicators, in each of the grade-clusters, the district will not have met AYP; it will be Below Target. If a district does not meet AYP for two consecutive years because of the same content area or because of not maintaining or showing progress on other indicators for two consecutive years, that district is designated as Under Improvement (UI).

A school or school district is classified as "Under School Improvement" if it does not make AYP in the same content area (percent proficient or participation rate) for two consecutive years, or the school or school district does not maintain or show progress on the "Other Indicator" for two consecutive years. A school or district can be moved out of "Under School Improvement" if all targets are met for two consecutive years in the same content area or "Other Indicator" that placed the school or district "Under School Improvement" and the school or district must not fall below targets in the other content area or "Other Indicator" target for two consecutive years.

Under Delaware's revised accountability system, schools and districts are classified in one of the following categories:

- **Superior** means that the school or district has met AYP, is not under improvement and has met additional, rigorous state criteria.
- **Commendable** indicates that AYP has been met while the school or district is not "Under Improvement."
- **Academic Review** means AYP is not met for one year and SPD is met OR AYP is not met for one year and SPD is not met OR AYP is met and SPD is not met (second year)
- **Academic Progress** means AYP is not met (different subject) two or more years and SPD is met
- **Academic Progress-Under School Improvement** means AYP is not met (same subject) two or more years and SPD is met
- **Academic Watch** means AYP is not met two or more years (different subject) and SPD is not met
- **Academic Watch-Under Improvement** means AYP is not met for two or more years (same subject) and SPD is not met

Consequences for schools not meeting AYP differ depending on whether the school is a non-Title 1 school or a Title 1 (receives federal funding for low income students) school.

Title 1 School:

- **1 year** = School implements choice
- **2 years** = School offers choice and provides supplemental services
- **3 years** = Same as year 2 plus school is subject to corrective action
- **4 years** = Same as year 3 plus school develops a plan for restructuring
- **5 years** = Same as year 2 plus school implements a plan for restructuring

Non-Title 1 School:

- **1 year** = Review and modify School Improvement Plan (SIP)
- **2 years** = Same as year 1; provide additional priority to subgroups that did not meet target
- **3 years** = Same as year 2; school subject to corrective action
- **4 years** = Same as year 3; school develops plan for restructuring
- **5 years** = Same as year 3; school implements restructuring plan

Secretary of Education Valerie Woodruff states that the ratings applied to the schools and school districts do not totally reflect what is being accomplished in Delaware’s public schools. “Delaware has been engaged in education reform for the past 13 years. During that time, we have seen our students meet tougher, higher standards and achieve greater academic success. We have seen a steady increase in our reading, writing and math scores at our early grades; we have seen increases in our SAT9 scores.” Added Secretary Woodruff, “Our NAEP scores in reading and writing continue to be among the best in the country. I am proud of the diligent, hard work of all of our educators and what they continue to do to provide a quality education for all students”.

Legend for Following Ratings Tables:

A - Above Target
M- Meets Target
B - Below Target

*** Title I Schools**

Y - The cell met the target without using a confidence interval
C - The cell met the target using a confidence interval
S - The cell met the target using Safe Harbor Status
H - The cell met the target using Safe Harbor with a confidence interval
X - The cell met the target using Safe Harbor, but was not supported by Other Indicators
N - The cell did not meet the target and did not meet Safe Harbor criteria

Ratings:
S - Superior
C - Commendable
AR - Academic Review
AP - Academic Progress
AW - Academic Watch
N/A - Not Applicable

School Summaries 2005

District/School	ELA Performance									ELA Participation									Math Performance									Math Participation									School Rating	Number Cells Missed	Total # of cells						
	AYP	State Progress	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP				Spec Ed	Low SES	Oth. Ind.			
Laurel																																													
N Laurel Elem*	M	B	Y	C	Y	H	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	19						
Dunbar Elem*	M	B	Y	C	Y	C																																		C	0	9			
Laurel Middle	B	B	Y	C	Y	Y																	N	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AR	1	15				
Laurel Intermediate	M	B	Y	C	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AR	0	17				
Laurel High	M	B	C		Y	C	Y																																		AP	0	13		
Cape Henlopen																																													
Brittingham Elem*	A	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17			
Shields Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	15		
Mariner Middle	B	B	Y	C	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AR	1	17			
Milton Elementary*	A	A	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	13		
Rehoboth Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	15		
Beacon Middle	A	B	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	13		
Cape Henlopen High	B	B	Y		Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AR	1	15		
Sussex Consortium	M	B	C		Y	C	C	Y																																			C	0	17
Milford																																													
Banneker Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21	
Morris Early Child*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	9	
Ross Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17	
Milford Middle	M	M	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AP	0	21	
Milford High	M	M	Y	C	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AP	0	17	
Seaford																																													
Seaford Central Elem*	A	B	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	17	
West Seaford Elem*	M	B	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AR	0	17	
Blades Elementary*	M	M	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	17	
Fred Douglass Elem*	M	B	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	17	
Seaford Middle*	B	B	Y	C	Y	C	Y	Y	Y	Y	N	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AW	3	17
Seaford High	B	B	Y	N	Y	N	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AW	4	17
Smyrna																																													
Clayton Elem*	A	A	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	12	
Smyrna Elem*	A	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	13	
Smyrna Kindergarten*	A	A	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	7	
Smyrna Middle	B	M	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AR	2	21	
J Bassett Moore	A	M	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21	
Smyrna High	B	B	Y	C	Y	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H	Y	Y	N	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AW	2	21

School Summaries 2005

District/School	ELA Performance										ELA Participation					Math Performance					Math Participation					School Rating	Number Cells Missed	Total # of cells						
	AYP	State Progress	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic				White	LEP	Spec Ed	Low SES	Oth. Ind.	
Colonial																																		
Downie Elem*	A	B	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	17	
Castle Hills Elem*	A	B	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	23	
Pleasantville Elem*	A	B	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	17	
Wilm Manor Elem*	A	A	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17	
Southern Elementary	A	A	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17	
Colwyck Elem*	A	A	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	13	
McCullough Elem*	M	B	Y	Y		Y	Y	H	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	22	
Eisenberg Elem*	A	M	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21	
Bedford Middle	A	M	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17	
New Castle Middle	A	B	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	17	
Read Middle	B	B	Y	Y		Y	Y	H	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AW	1	25	
Penn High	B	M	C	X		N	Y	S	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	X	Y	X	N	Y	H	H	Y	Y	Y	Y	AP	4	25	
Leach School	A	A	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	8	
Woodbridge																																		
Wheatley Middle*		Y	Y	C	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	N/A	N/A	0	29
Woodbridge Elem*	M	B	Y	C		Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	21	
Woodbridge High	B	M	C			Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	X		Y	C	S	Y	Y	Y	Y	Y	Y	N	AP	2	13	
Indian River																																		
Long Neck*	A	A	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	13	
North Georgetown*	A	A	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21	
Frankford Elem*	A	A	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17	
Georgetown Elem*	A	A	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	15	
Lord Balt Elem	M	A	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	13	
East Millsboro Elem*	A	A	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	15	
Showell Elem*	M	B	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	13	
Selbyville Middle*	A	A	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17	
Sussex Central Middle*	M	M	Y	Y		Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AP	0	21	
Indian River High	A	M	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	9	
Sussex Central High	M	M	Y	H		Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	17	
S Del Sch of Arts	A	A	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	9	
Ennis	A	A	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	16	

School Summaries 2005

District/School	ELA Performance										ELA Participation										Math Performance										Math Participation										School Rating	Number Cells Missed	Total # of cells			
	AYP	State Progress	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	All	Amer. Ind	Af. Amer	Asian Amer	Hispanic	White	LEP	Spec Ed	Low SES	Oth. Ind.							
Delmar																																														
Delmar Sr High	A	B	Y				Y				Y						Y						Y						Y										Y	C	0	9				
Delmar Middle*	A	M	Y				Y			Y	Y						Y					Y	Y						Y							Y	S	0	13							
NCC Vo Tech																																														
Howard HS of Tech*	M	B	Y		Y		Y		H	C	Y		Y		Y	Y	Y					Y	C		Y		S	C	Y		Y		Y	Y	Y	Y	Y	Y	C	0	21					
Hodgson VoYTech High	B	B	Y		Y		Y		N	Y	Y		Y		Y	Y	Y					Y	Y		Y		C	Y	Y		Y		Y	Y	Y	Y	Y	Y	AR	1	21					
Delcastle Tech High*	B	B	Y		Y		Y		N	Y	Y		Y		Y	Y	Y					Y	Y		Y		N	Y	Y		Y		Y	Y	Y	Y	Y	Y	AR	2	21					
Polytech																																														
Polytech High*	A	B	Y		Y		Y			Y	Y		Y		Y	Y	Y					Y	Y		Y		Y	Y	Y		Y		Y	Y	Y	Y	Y	Y	C	0	17					
Sussex Tech																																														
Sussex Tech High*	A	B	Y				Y			Y	Y		Y		Y	Y	Y					Y	Y		Y		Y	Y	Y		Y		Y	Y	Y	Y	Y	Y	C	0	13					
Charter Schools																																														
Charter Sch of Wilm	A	A	Y		Y		Y			Y	Y		Y		Y		Y					Y			Y		Y		Y		Y		Y	Y	Y	Y	Y	S	0	13						
Positive Outcomes*	B	B	S				C			Y	Y				N							C	Y				C		Y		Y		Y	Y	Y	Y	Y	AR	2	9						
East Side Chtr	M	B	Y		C					C	Y		Y				Y					Y	Y		Y				Y		Y		Y	Y	Y	Y	Y	Y	C	0	13					
Campus Community Chtr*	A	B	Y		Y		Y			Y	Y		Y		Y	Y	Y					Y	Y		Y		Y	Y	Y		Y		Y	Y	Y	Y	Y	Y	C	0	17					
Thomas Edison Chtr	A	M	Y		Y					Y	Y		Y				Y					Y	Y		Y				Y		Y		Y	Y	Y	Y	Y	Y	S	0	13					
Sussex Academy Chtr*	A	A	Y				Y			Y	Y						Y					Y	Y				Y		Y		Y		Y	Y	Y	Y	Y	Y	S	0	9					
Delaware Military Academy*	A	B	Y				Y			Y	Y				Y		Y					Y	Y				Y		Y		Y		Y	Y	Y	Y	N/A	C	0	9						
Kuumba Academy*	A	B	Y		Y					Y	Y		Y				Y					Y	Y		Y			Y	Y		Y		Y	Y	Y	Y	Y	Y	C	0	13					
Marion T. Academy*	M	B	S		S					S	Y		Y				Y					C	C		C		C	Y		Y		Y	Y	Y	Y	Y	Y	AP	0	13						
Academy of Dover*	M	M	C		H					C	Y		Y				Y					Y	Y		Y			Y	Y		Y		Y	Y	Y	Y	Y	Y	C	0	13					
Providence Creek*	A	M	Y				Y			Y	Y				Y	Y	Y					Y	Y		Y		Y	Y	Y		Y		Y	Y	Y	Y	Y	Y	S	0	13					
MOT Charter	A	A	Y				Y			Y	Y				Y		Y					Y	Y		Y		Y	Y	Y		Y		Y	Y	Y	Y	Y	Y	S	0	9					
Newark Charter	A	A	Y				Y			Y	Y				Y		Y					Y	Y		Y		Y	Y	Y		Y		Y	Y	Y	Y	Y	Y	S	0	9					
Agency School																																														
DSCYF	M	M	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y				Y					Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	22						

ACCOUNTABILITY REGULATIONS

Performance of the State of Delaware in Making Adequate Yearly Progress (AYP)

Delaware Accountability System

Delaware's Accountability system, which determines ratings for schools and districts, is also used to determine the accountability rating for the State of Delaware. The rating is based on the performance of students on the Delaware Student Testing Program (DSTP). This system compares the percentage of students that meet or exceed Delaware Content Standards in English/language arts and mathematics each year to a state target.

Annual measurable targets have been established in Delaware for both reading/language arts and mathematics. Specific subgroups of students (all, race/ethnicity, low-income, limited English proficient and children with disabilities) must meet these annual goals each year or show a decrease of at least 10% in the number of students not meeting Standards (Safe Harbor) in order for the state to successfully meet accountability requirements. The State must also meet State Progress Determination (SPD) targets consisting of scaled composite scores representing the percentage of students showing progress from one year to the next in each of five performance levels for reading, math, science and social studies tests. The State will receive an overall rating determined by a combination of AYP and SPD ratings. There must be at least 40 students in any category before that category is utilized in measuring an agency's progress towards meeting target goals.

Ninety-five percent of all students must participate in the DSTP assessments in order for an agency to make adequate yearly progress. The agency must also maintain progress from the previous year for other academic indicators. For high schools, it is the graduation rate. For elementary and middle schools, it is progress in the scale scores of reading and math DSTP scores over the previous year for students who did not meet the standard, or a decrease in the percentage of students at performance level 1 in reading and math. Both indicators are applied to the State.

The State will receive one of the following ratings based on the progress indicators discussed above: Superior, Commendable, Academic Review, Academic Progress, Academic Progress-Under Improvement, Academic Watch or Academic Watch-Under Improvement.

State Rating Status

Rating: Academic Progress – Under Improvement

(AYP is not met for two years; the state is under improvement.)

Adequate Yearly Progress Status

Does Not Meet Adequate Yearly Progress (83% of Eligible Cells Met AYP Target)

Subgroup	ELA %		ELA% Participation	Math %		Math % Participation	Other Indicators Elementary / Middle School	Other Indicators Graduation Rate	
	Meeting/Exceeding Standards	Safe Harbor		Meeting/Exceeding Standards	Safe Harbor				
State 2005 Goal	62%	Safe Harbor	95%	41%	Safe Harbor	95%		Maintain or Improve	
All Students	77%		99%	65%		99%	Y	82.0%	Y
American Indian	81%		100%	71%		100%		81.0%	
African American	65%		99%	48%		99%		74.6%	Y
Asian American	88%		100%	86%		99%		94.9%	Y
Hispanic	66%		99%	56%		99%		65.8%	
White	84%		100%	75%		99%		85.8%	Y
Limited English	56%	H	99%	54%		99%		80.5%	Y
Special Education	41%	N	98%	31%	N	98%		70.5%	Y
Low Income	65%		99%	53%		99%		69.1%	Y

H means that the cell qualified for Safe Harbor after a confidence interval was applied to the Below Standards reduction

N means this cell did not meet Safe Harbor (did not have a 10% reduction in the number of students who were below the standards the previous year) or did not meet the target for Scale Scores in DSTP Reading and Math Tests or Graduation Rate

Y means this cell maintained or improved in Scale Scores of Reading and Math DSTP Tests or Graduation Rate

* means that the number of Eligible Students was less than 40 for ELA, Mathematics, Participation Rate and Scale Scores of Reading and Math DSTP Tests/ Graduation Rate

-The target for "other indicators" is to maintain or show progress for the ALL STUDENTS subgroup. The information in the rest of the subgroups is for your reference or could have been used for safe harbor

PERSISTENTLY DANGEROUS SCHOOLS

(Delaware Department of Education Regulation 608 – Unsafe School Choice Option for Students in Persistently Dangerous Schools and for Students Who Have Been Victims of a Violent Felony)

“Persistently Dangerous School” means a school that has five or more unsafe incidents for every one hundred students enrolled for three consecutive fiscal years.

“Unsafe incidents” means any of the following:

- The school suspended or expelled a student for a federal gun-free schools violation; or
- The school suspended or expelled a student for a crime committed on school property which is required to be reported under 14 Del. C. § 4112; or
- The school reported a crime committed by a non-student on school property that is required to be reported under 14 Del. C. § 4112; or
- The school suspended or expelled a student for terroristic threatening as that term is defined in 11 Del. C. § 621.

“Violent felony” shall have the same meaning as provided in 11 Del. C. §4201 (c). (A list of these crimes can be found in the Delaware Guidelines for the Development of the Unsafe School Choice Option).

“Suspension” means, for the purpose of this regulation, the external removal of a student from the general school population.

A school identified as persistently dangerous will retain that designation for the entire fiscal year.

A student attending a persistently dangerous school shall be allowed to choice to a safe school in the same school district, including a charter school; provided such an option exists in the district, the student. The student should be permitted to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action or restructuring.

Each public school district having one or more persistently dangerous schools and any charter school identified as a persistently dangerous school shall develop a plan and time line that describes the process for notifying parents of the school’s status and for relocating any student who exercises the right to choice to a safe school. The plan shall also describe the corrective actions that will be implemented.

**THERE ARE NO PUBLIC SCHOOLS IN DELAWARE IDENTIFIED AS
“PERSISTENTLY DANGEROUS” UNDER CURRENT ESTABLISHED
GUIDELINES**

**Professional Qualifications of Teachers in the State,
The Percentage of Such Teachers with
Provisional/Emergency Credentials,
And the Percentage of Classes in the State Not Taught
By a Highly Qualified Teacher**

	Teachers *	% Highly Qualified (HQ)	% Qualified	% Qualified / Highly Qualified Not Required under NCLB
State Total	7,586	73.88	22.60	13.34

Percentage of Classes Statewide Not Taught By Highly Qualified Teachers*

0.0%

* Data Relative to Classes not Taught by Highly Qualified Teachers is
Currently not a Reporting Requirement Pending
Further Federal Guidance.

Top Quartile High Poverty
Schools/
% Of Classes Not Taught By
Highly
Qualified Teachers

Bottom Quartile High Poverty Schools/
% Of Classes Not Taught By Highly
Qualified Teachers
Statewide

* Data Relative to Classes not Taught by Highly Qualified Teachers is
Currently not a Reporting Requirement Pending
Further Federal Guidance.