### Delaware

#### School and Teacher Demographics

**Per pupil expenditures**
- (CCD, 2000-01) $8,958

**Number of districts**
- (CCD, 2001-02) 19

**Number of charter schools**
- (CCD, 2001-02) 10

**Number of public schools**
- (CCD) 1993-94 2001-02
  - Elementary 86 102
  - Middle 41 46
  - High 27 30
  - Combined 17 8
  - Total 171 186

**Number of FTE teachers**
- (CCD) 1993-94 2001-02
  - Elementary 2,429 3,133
  - Middle School 1,741 1,783
  - High School 1,452 2,153
  - Combined 280 62
  - Total 5,902 7,131

**Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)**
- (1994) 90% 61%
- (2000) # 74%

**Sources of funding**
- District average (CCD, 2000-01)
  - Local 26%
  - State 66%
  - Federal 8%

#### Student Demographics

**Race/ethnicity**
- (CCD) 1993-94 2001-02
- American Indian/Alaskan Natives * *
- Asian/Pacific Islander 2% 2%
- Black 29 31
- Hispanic 3 7
- White 66 60
- Other — —

**Students with disabilities (OSEP)**
- (CCD) 1993-94 2001-02 11% 11%

**Migratory students (OME)**
- (CCD) 1993-94 2001-02 1% 1%

**Students with limited English proficiency (ED/NCBE)**
- (CCD) 1993-94 2000-01 1% 2%

**All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program**
- (CCD, 2001-02)
- 0-34% 81
- 35-49% 70
- 50-74% 38
- 75-100% 8

#### Statewide Accountability Information

(Reported from state, January 2002 for 2001-02 school year)

**Statewide Goal for Schools on State Assessment**
- Meet or exceed the Commendable rating (combines: absolute score, improvement score, and distributional or low achieving performance).

**Expected School Improvement on Assessment**
- Schools meet or exceed their absolute, improvement, and distributional targets in the next measurement cycle.

**Title I Adequate Yearly Progress (AYP) for Schools**
- Same as statewide goal.

#### Title I 2001-02

<table>
<thead>
<tr>
<th>Schoolwide Programs</th>
<th>Targeted Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools</td>
<td>36</td>
</tr>
<tr>
<td>Schools meeting AYP goal</td>
<td>34%</td>
</tr>
<tr>
<td>Schools in need of improvement</td>
<td>30</td>
</tr>
<tr>
<td>Schools in need of improvement</td>
<td>32%</td>
</tr>
<tr>
<td>43%</td>
<td>57%</td>
</tr>
</tbody>
</table>

**Title I allocation**
- (Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)
- $24,525,970

#### NAEP State Results

**Reading, 2003**
- Proficient level and above: 33% 31%
- Basic level and above: 71 77

**Math, 2003**
- Proficient level and above: 31% 25%
- Basic level and above: 81 68
**Student Achievement 2001-02**

**Elementary School**

**Grade 3**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Well Below</th>
<th>Below</th>
<th>Proficient</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>9%</td>
<td>12%</td>
<td>51%</td>
<td>15%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Title I Schools</td>
<td>14%</td>
<td>18%</td>
<td>54%</td>
<td>9%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>16%</td>
<td>18%</td>
<td>53%</td>
<td>8%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

Students with Limited English Proficiency: 13% below, 14% at or above proficient level.

Migratory Students: 40% below, 18% at or above proficient level.

**Grade 3 Mathematics**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Well Below</th>
<th>Below</th>
<th>Proficient</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>11%</td>
<td>17%</td>
<td>46%</td>
<td>19%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Title I Schools</td>
<td>15%</td>
<td>25%</td>
<td>47%</td>
<td>12%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>19%</td>
<td>24%</td>
<td>45%</td>
<td>10%</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

Students with Limited English Proficiency: 15% below, 19% at or above proficient level.

Migratory Students: 38% below, 25% at or above proficient level.

**Middle School**

**Grade 8**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Well Below</th>
<th>Below</th>
<th>Proficient</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>11%</td>
<td>17%</td>
<td>51%</td>
<td>7%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Title I Schools</td>
<td>16%</td>
<td>21%</td>
<td>55%</td>
<td>6%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>21%</td>
<td>25%</td>
<td>50%</td>
<td>3%</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>

Students with Limited English Proficiency: 30% below, 33% at or above proficient level.

Migratory Students: 49% below, 29% at or above proficient level.

**Grade 8 Mathematics**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Well Below</th>
<th>Below</th>
<th>Proficient</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>27%</td>
<td>25%</td>
<td>31%</td>
<td>8%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Title I Schools</td>
<td>34%</td>
<td>25%</td>
<td>29%</td>
<td>6%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>44%</td>
<td>29%</td>
<td>22%</td>
<td>3%</td>
<td>2%</td>
<td></td>
</tr>
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</table>

Students with Limited English Proficiency: 47% below, 21% at or above proficient level.

Migratory Students: 73% below, 19% at or above proficient level.

**Student Achievement Trend**

- **Reading 3rd grade** meets or exceeds Proficient (77% in 2000, 75% in 2001, 80% in 2002)

**High School**

**Grade 10**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Well Below</th>
<th>Below</th>
<th>Proficient</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>17%</td>
<td>17%</td>
<td>51%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Title I Schools</td>
<td>18%</td>
<td>31%</td>
<td>51%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>33%</td>
<td>23%</td>
<td>43%</td>
<td>1%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

Students with Limited English Proficiency: 46% below, 22% at or above proficient level.

Migratory Students: 69% below, 18% at or above proficient level.

**Grade 10 Mathematics**

<table>
<thead>
<tr>
<th>Students in:</th>
<th>Well Below</th>
<th>Below</th>
<th>Proficient</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>30%</td>
<td>27%</td>
<td>31%</td>
<td>8%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Title I Schools</td>
<td>34%</td>
<td>42%</td>
<td>22%</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>52%</td>
<td>27%</td>
<td>17%</td>
<td>3%</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
</table>

Students with Limited English Proficiency: 54% below, 19% at or above proficient level.

Migratory Students: 80% below, 14% at or above proficient level.

**Student Achievement Trend**

- **Mathematics 8th grade** meets or exceeds Proficient (36% in 1999, 41% in 2000, 43% in 2001, 48% in 2002)

**High School Indicators**

- **High school dropout rate** (CCD, event) 2000-01: 5%
- **Postsecondary enrollment** (NCES, High school graduates enrolled in college) 2000-01: 65%
- **Delaware Student Testing Program.**

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**State Definition of Proficient**

Meets the standard—very good performance.

**KEY:**
- * = Less than 0.5 percent
- — = Not applicable
- n/a = Not available
- # = Sample size too few to calculate
- High Poverty Schools = 75-100% of students qualify for lunch subsidies