



DELAWARE EDUCATION

STATE REPORT CARD

2006-2007

January, 2008

January 31, 2008

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 7th 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 nine years (1998-2007) 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 2007 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 2006 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:

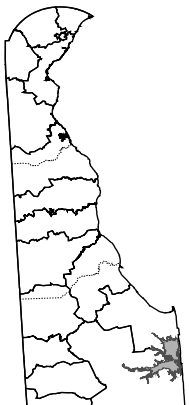
Delaware Dept. of Education website: <http://www.doe.k12.de.us>

DSTP Online report link: <http://dstp.doe.state.de.us/DSTPmart>

TABLE OF CONTENTS

State of Delaware Statistics Summary _____	1
2007 DSTP Executive Summary _____	2
DSTP State Summary Report, Spring 2007 Administration: Reading, Writing and Mathematics _____	7
Data Set 1: Charts of State Level Disaggregated Results for Grades 2-10 in Reading and Mathematics and Grades 3-10 in Writing _____	8
DSTP State Summary Report, Fall 2006 Administration: Science and Social Studies _____	34
Data Set 2: Charts of State Level Disaggregated Results for Grades 4 and 6 in Science and Social Studies _____	35
DSTP State Summary Report, Spring 2006 Administration: Science and Social Studies _____	39
Data Set 3: Charts of State Level Disaggregated Results for Grades 8 and 11 in Science and Social Studies _____	40
DSTP State Summary Report, Spring 2007 Administration: DE Alternate Portfolio Assessment (DAPA) _____	44
Data Set 4: Charts of State Level Disaggregated Results for Grades 2-10 in Reading and Mathematics and Grades 3-10 in Writing _____	46
Student Achievement Trend Data _____	58
Data Set 5: Charts of State Level Disaggregated Results for Grades 4, 6, 8 and 11 in Science and Social Studies _____	59
Other Indicators Used to Measure Adequate Yearly Progress (AYP) _____	75
Data Set 6: June, 2006 State Level Cohort Graduation Rates _____	77
Data Set 7: 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 _____	79

Accountability Regulations Executive Summary _____	80
Data Set 8: Accountability Ratings for public schools and districts (2007-2008)_____	84
Accountability Rating for the State of Delaware (2007-2008) _____	93
Guidelines for Identifying “Persistently Dangerous” Schools _____	95
Certificate Type by School District and Charter School _____	96
Percentage of Classes Not Taught by Highly Qualified Teachers _____	97



**State of Delaware
Summary
2005-2006**

Area (Square Miles)	2040.15
Public Schools	201

STUDENTS*

Student Enrollment	120,963
Regular (%)	87.0%
Special (%)	13.0%
Enrollment by Race (%)	
American Indian	0.3%
Asian	2.8%
Black	32.5%
Hispanic	9.2%
White	55.1%
Minority Enrollment (%)	44.9%
Graduates	7,632
Average Daily Attendance	113,986
Attendance Rate (%)	93.3

NONPUBLIC

Schools Located in State	1,126
State Residents Enrolled	24,794
Residents Enrolled (%)	20.5%

STAFF

Full-Time Teachers	7,910
Sex (%)	
Male	24.4%
Female	75.6%
Race (%)	
White	86.9%
Black	11.1%
Other	2.0%
Degree (%)	
Masters and above	51.5%
Teachers	
Average Age	40.6
Average Teaching Experience	12.2
Student to Teacher Ratio	15.3
Total Professional Staff	9,967
Official/Administrative (%)	7.1%
Teachers (%)	79.5%
Instructional Support (%)	6.9%
Other Professional (%)	6.6%

FINANCIAL

Revenue Receipts Per Pupil**	
Local	\$3,485
State	\$8,384
Federal	\$1,201
Expenditure Per Pupil	\$12,034
Average Teacher Salary	\$52,493
Scheduled Teacher Salary	
Beginning	\$33,802
Middle	\$55,304
Top	\$77,382
Full Valuation Per Pupil***	\$693,031

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.

2007 DSTP Executive Summary

The results from the ninth 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. For the grade 2 DSTP, there are only three possible performance levels. 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

Grades 3-10 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

Grade 2 DSTP Student Performance Levels		
Level	Category	Description
4	Exceeds the Standard	Very good performance
3	Meets the Standard	Good performance
2	Below the Standard	Needs improvement

DSTP Cut Points for the DSTP Assessment

The cut points for the subject areas of the DSTP appear in tables below. The indicated numbers represent the lowest possible scores a student can earn and still be within the indicated performance level.

Cut Points for Reading for Grade 2:

The DSTP Reading scale scores by performance level are as follows:

	Below the Standard	Meets the Standard	Exceeds the Standard
Grade 2	360 or less	361-418	419 or more

Cut Points for Reading for Grades 3 through 10:

The DSTP Reading scale scores by performance level are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 3	386 or less	387 to 414	415 to 481	466 to 481	482 or more
Grade 4	413 or less	414 to 436	437 to 482	483 to 502	503 or more
Grade 5	426 or less	427 to 452	453 to 501	502 to 528	529 or more
Grade 6	434 or less	435 to 459	460 to 503	504 to 541	542 or more
Grade 7	437 or less	438 to 464	465 to 522	523 to 556	557 or more
Grade 8	465 or less	466 to 494	495 to 552	553 to 583	584 or more
Grade 9	467 or less	468 to 497	498 to 577	558 to 585	586 or more
Grade 10	469 or less	470 to 500	501 to 561	562 to 587	588 or more

Cut Points for Mathematics for Grade 2:

The DSTP Mathematics scale scores by performance level are as follows:

	Below the Standard	Meets the Standard	Exceeds the Standard
Grade 2	350 or less	351-403	404 or more

Cut Points for Mathematics for Grade 3 through 10:

The DSTP Mathematics scale scores by performance level are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 3	380 or less	381 to 406	407 to 460	461 to 498	499 or more
Grade 4	407 or less	408 to 431	432 to 476	477 to 504	505 or more
Grade 5	432 or less	433 to 450	451 to 504	505 to 527	528 or more
Grade 6	450 or less	451 to 465	466 to 517	518 to 538	539 or more
Grade 7	458 or less	459 to 471	472 to 519	520 to 542	543 or more
Grade 8	468 or less	469 to 486	487 to 526	527 to 548	549 or more
Grade 9	485 or less	486 to 513	514 to 553	554 to 569	570 or more
Grade 10	505 or less	506 to 522	523 to 558	559 to 577	578 or more

Cut Points for Writing for Grades 3 through 10:

The DSTP Writing scale scores by performance level are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 3	1-3	4-6	7-9	10-11	12-15
Grade 4	1-4	5-6	7-9	10-11	12-15
Grade 5	1-4	5-7	8-9	10-11	12-15
Grade 6	1-4	5-7	8-9	10-11	12-15
Grade 7	1-4	5-7	8-9	10-11	12-15
Grade 8	1-4	5-7	8-9	10-11	12-15
Grade 9	1-4	5-7	8-9	10-11	12-15
Grade 10	1-4	5-7	8-9	10-11	12-15

Cut Scores for Science for Grades 4, 6, 8, and 11:

The DSTP Science scale scores by performance level are as follows:

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

Cut Points for Social Studies for Grades 4, 6, 8, and 11:

The DSTP Social Studies scale scores by performance level are as follows:

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.state.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.state.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.state.de.us).

DELAWARE DEPARTMENT OF EDUCATION

DSTP State Summary Report, Spring 2007 Administration

Reading, Writing & Mathematics

DISAGGREGATED DATA

The following tables contain the Spring 2007 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.state.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

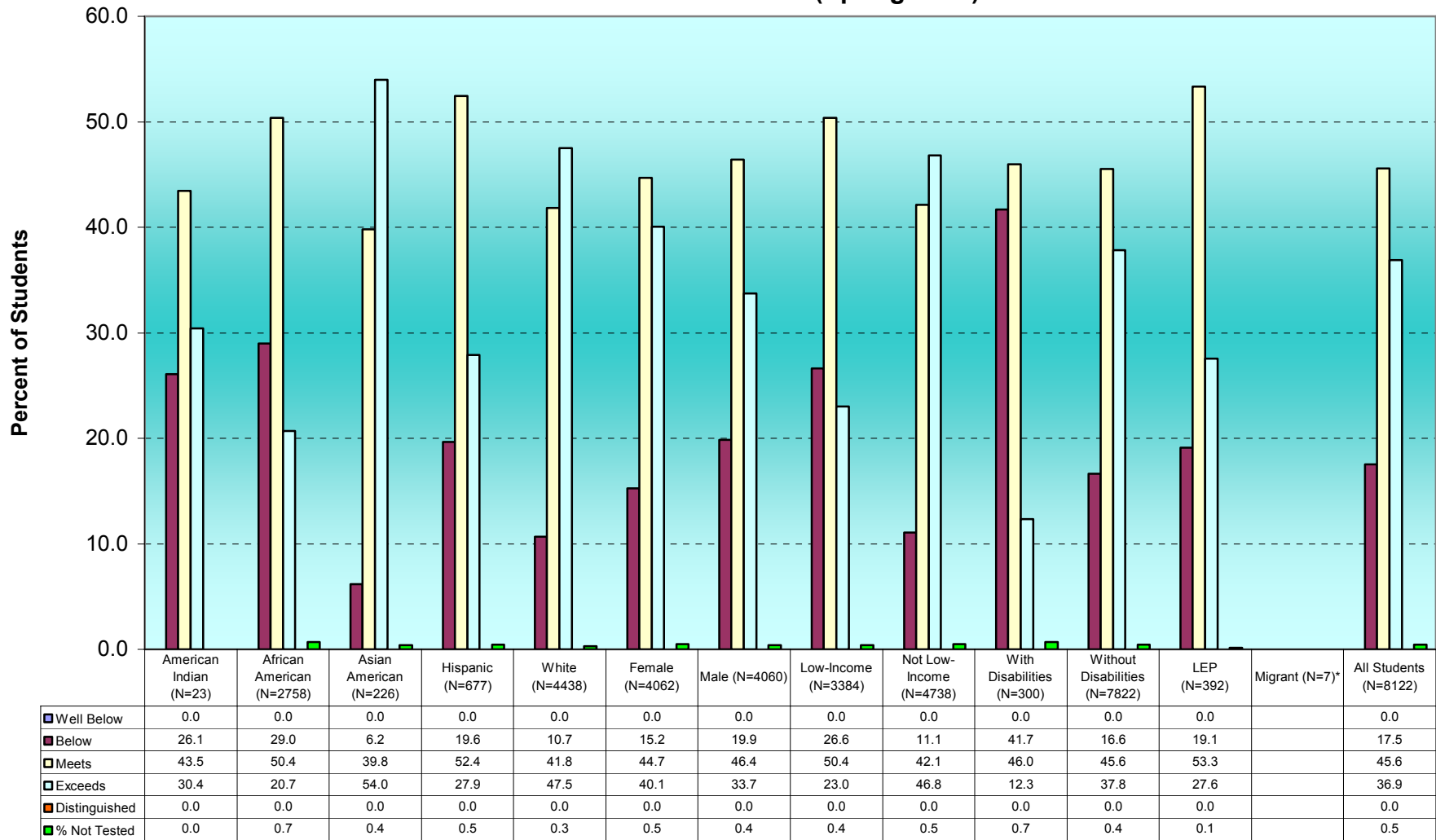
Student Performance Levels:

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:

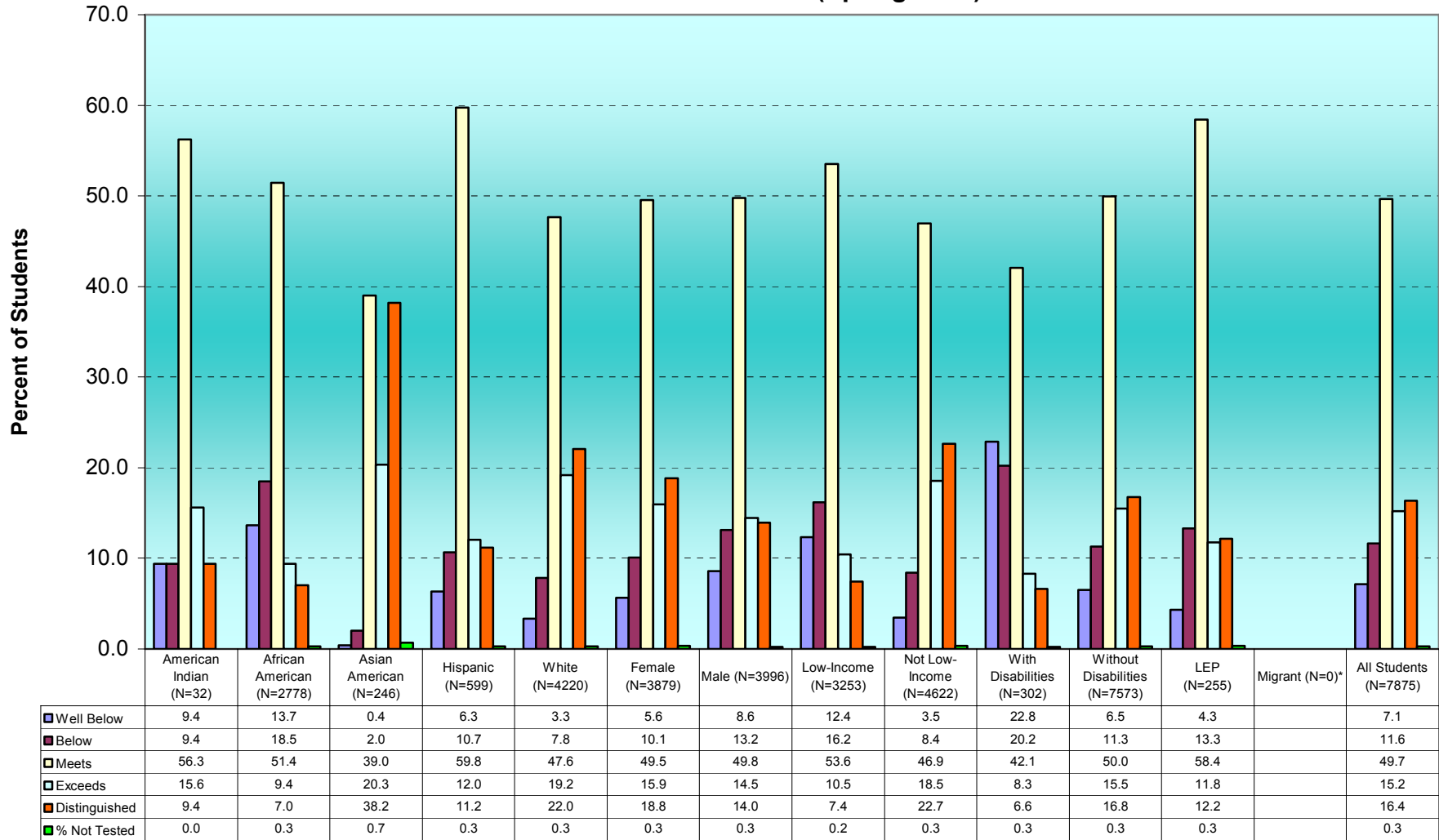
The number of students who were eligible to participate in the DSTP who were not tested

Table 7
State Level Disaggregations Grade 2 Reading
Student Performance Levels (Spring 2007)



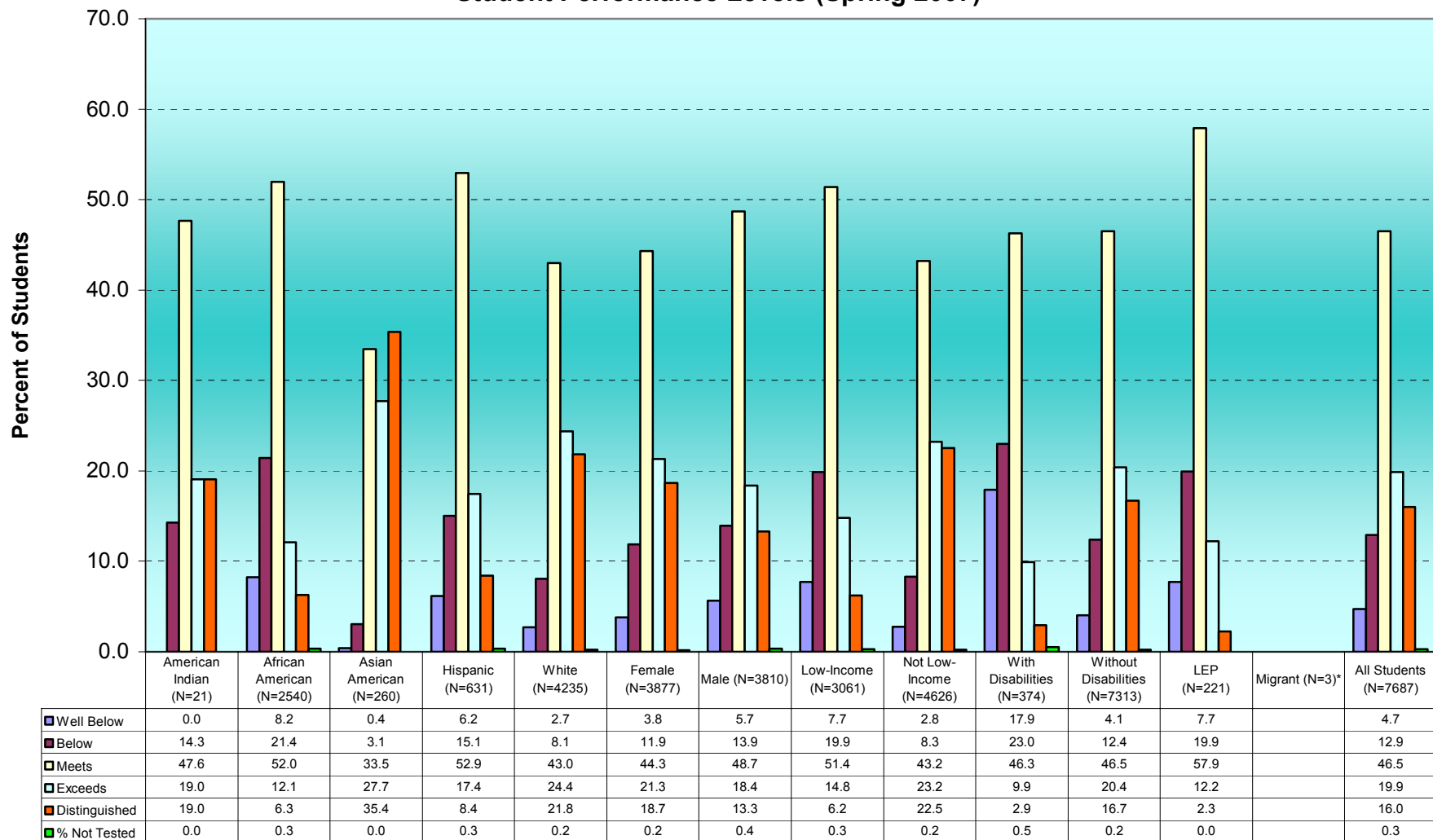
* Data Not Provided For Student Categories With <15

Table 8
State Level Disaggregations Grade 3 Reading
Student Performance Levels (Spring 2007)



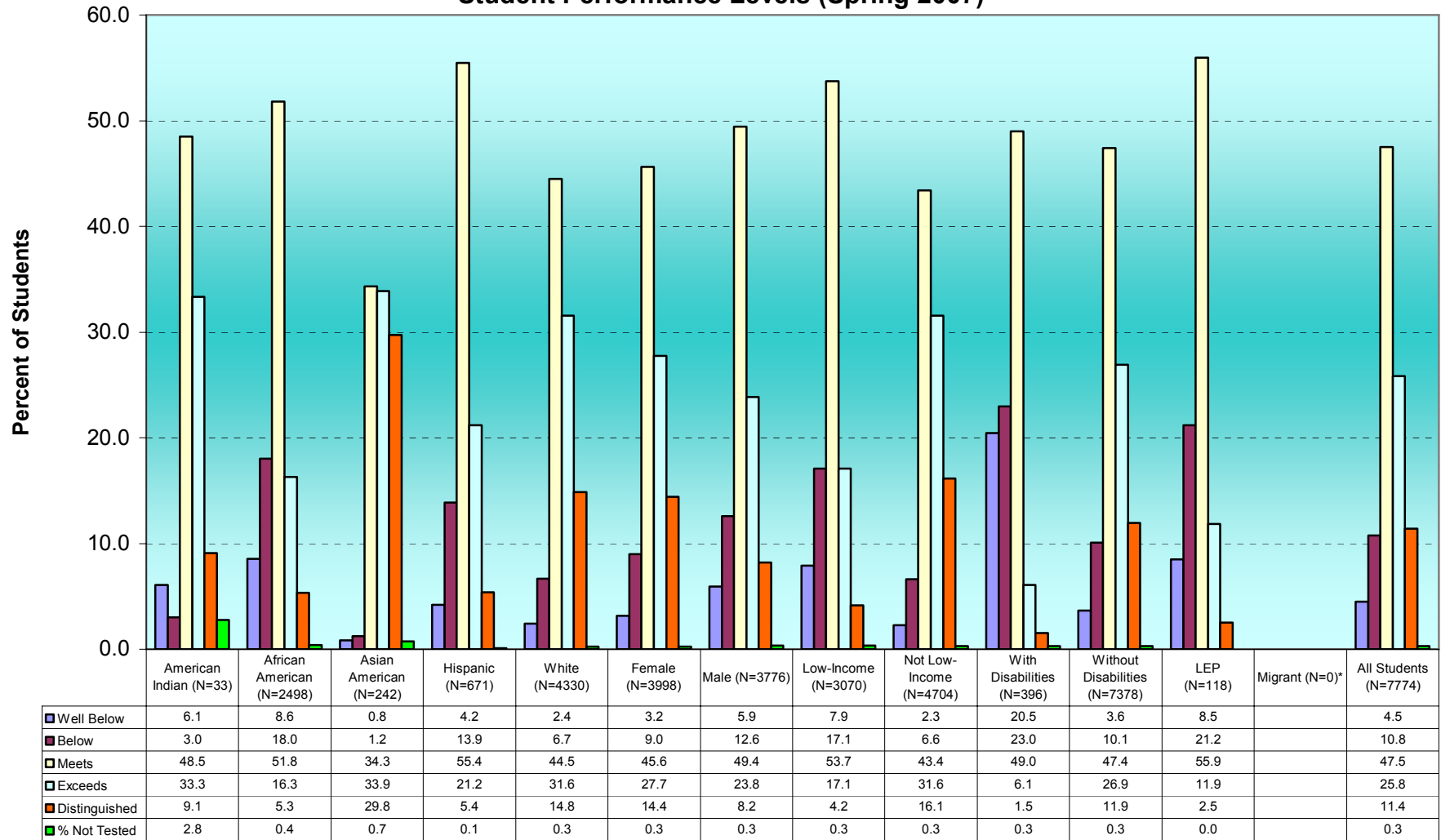
* Data Not Provided For Student Categories With <15

Table 9
State Level Disaggregations Grade 4 Reading
Student Performance Levels (Spring 2007)



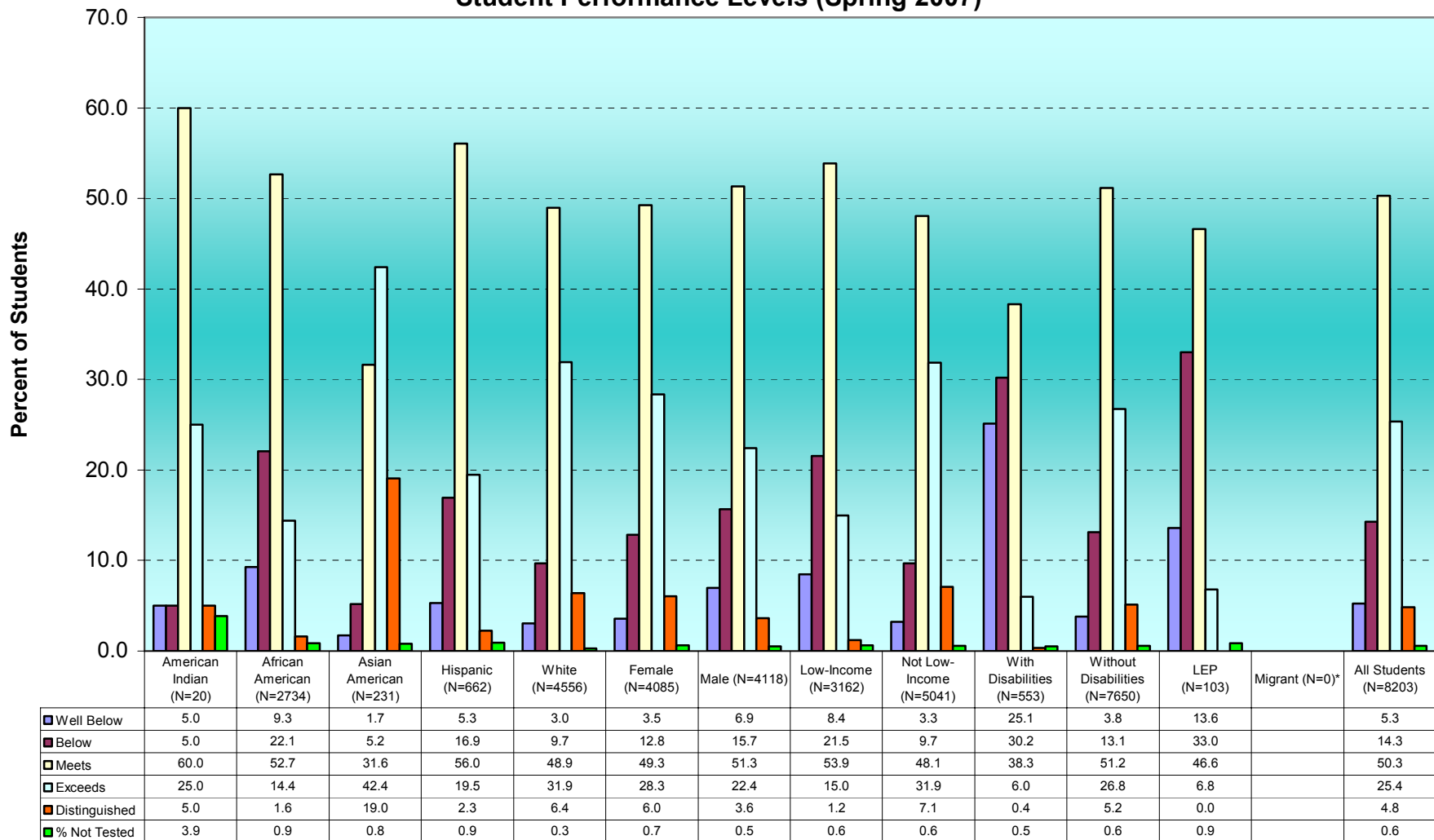
* Data Not Provided For Student Categories With <15

Table 10
State Level Disaggregations Grade 5 Reading
Student Performance Levels (Spring 2007)



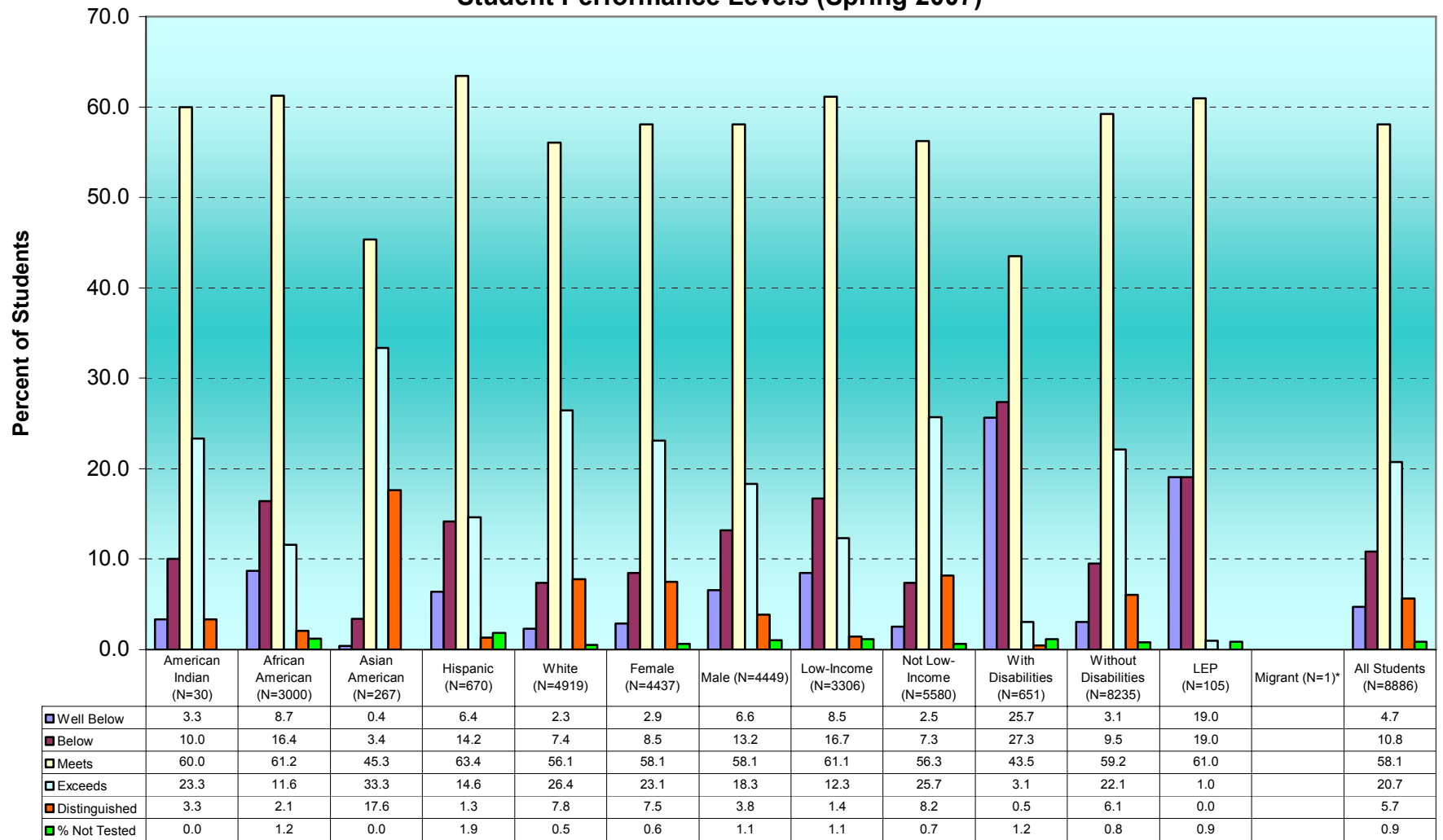
* Data Not Provided For Student Categories With <15

Table 11
State Level Disaggregations Grade 6 Reading
Student Performance Levels (Spring 2007)



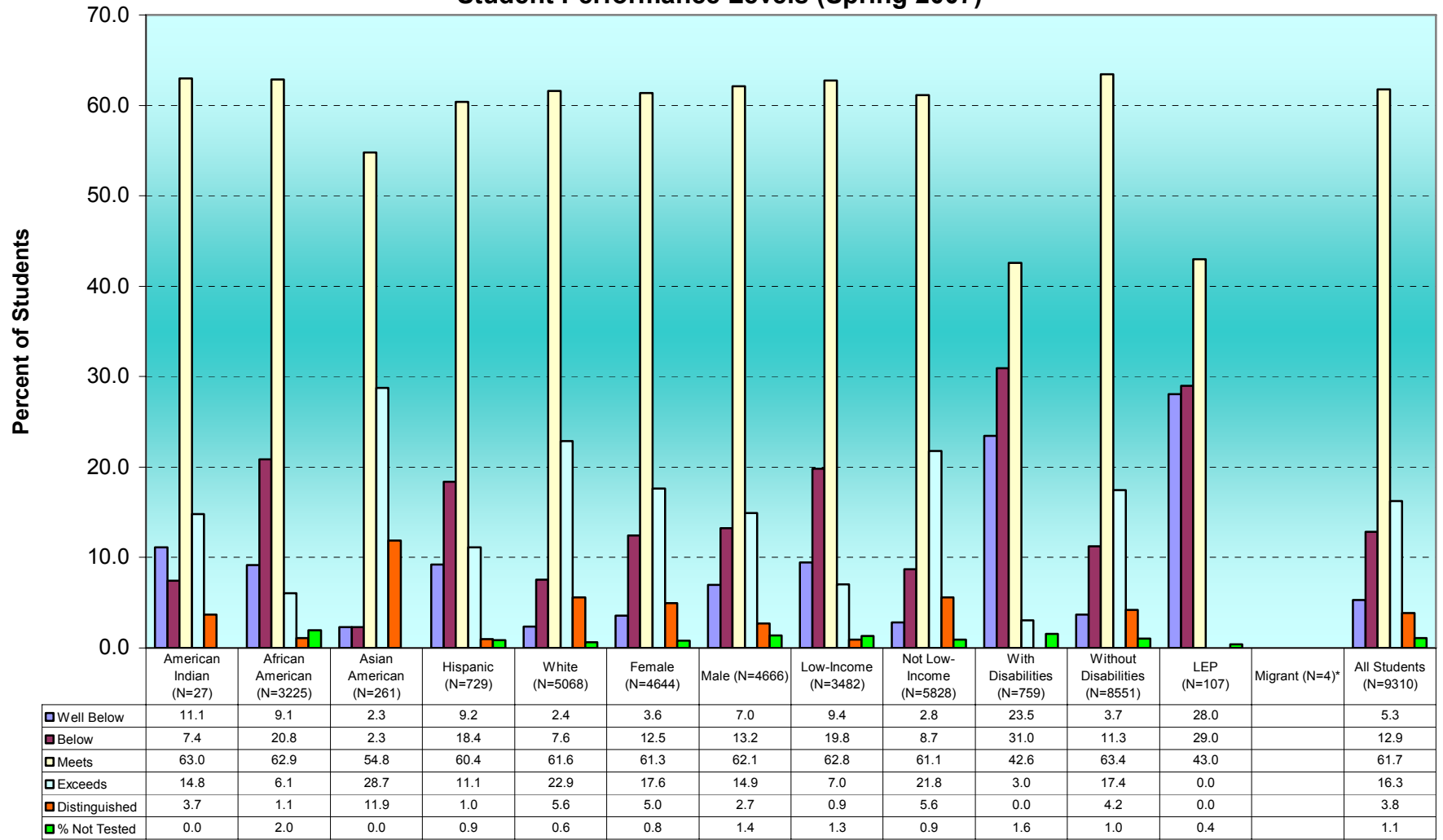
* Data Not Provided For Student Categories With <15

Table 12
State Level Disaggregations Grade 7 Reading
Student Performance Levels (Spring 2007)



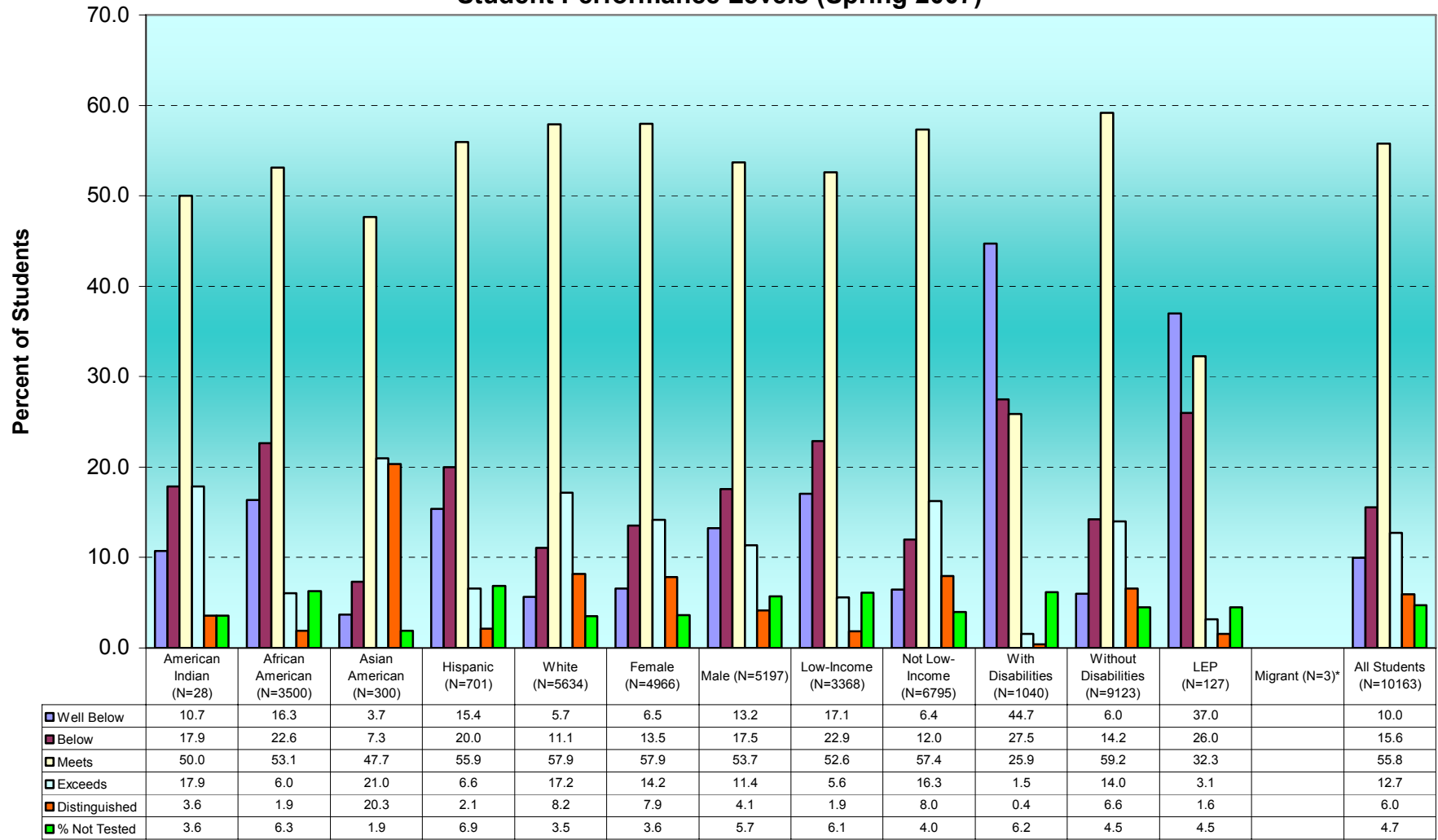
* Data Not Provided For Student Categories With <15

Table 13
State Level Disaggregations Grade 8 Reading
Student Performance Levels (Spring 2007)



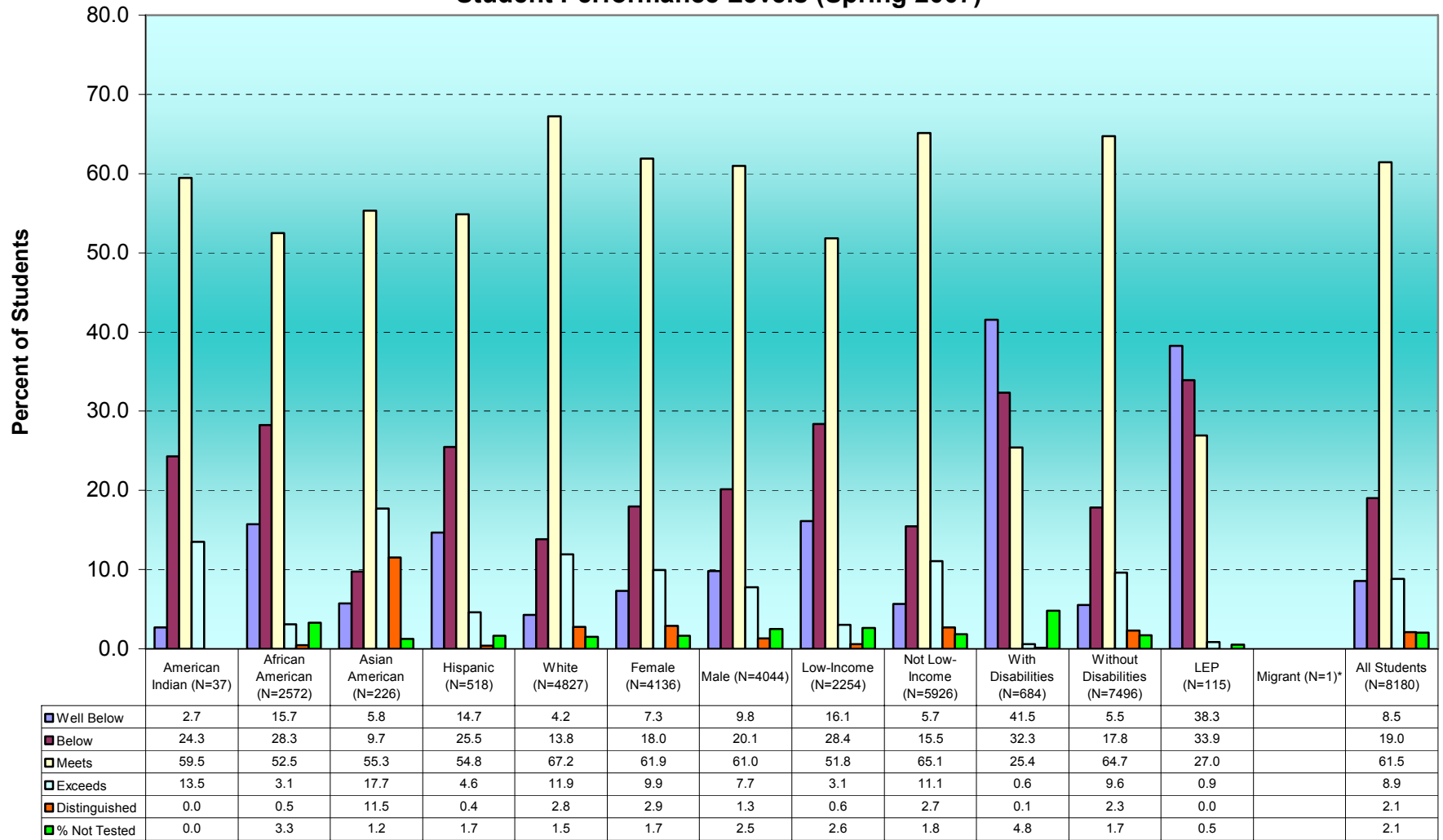
* Data Not Provided For Student Categories With <15

Table 14
State Level Disaggregations Grade 9 Reading
Student Performance Levels (Spring 2007)



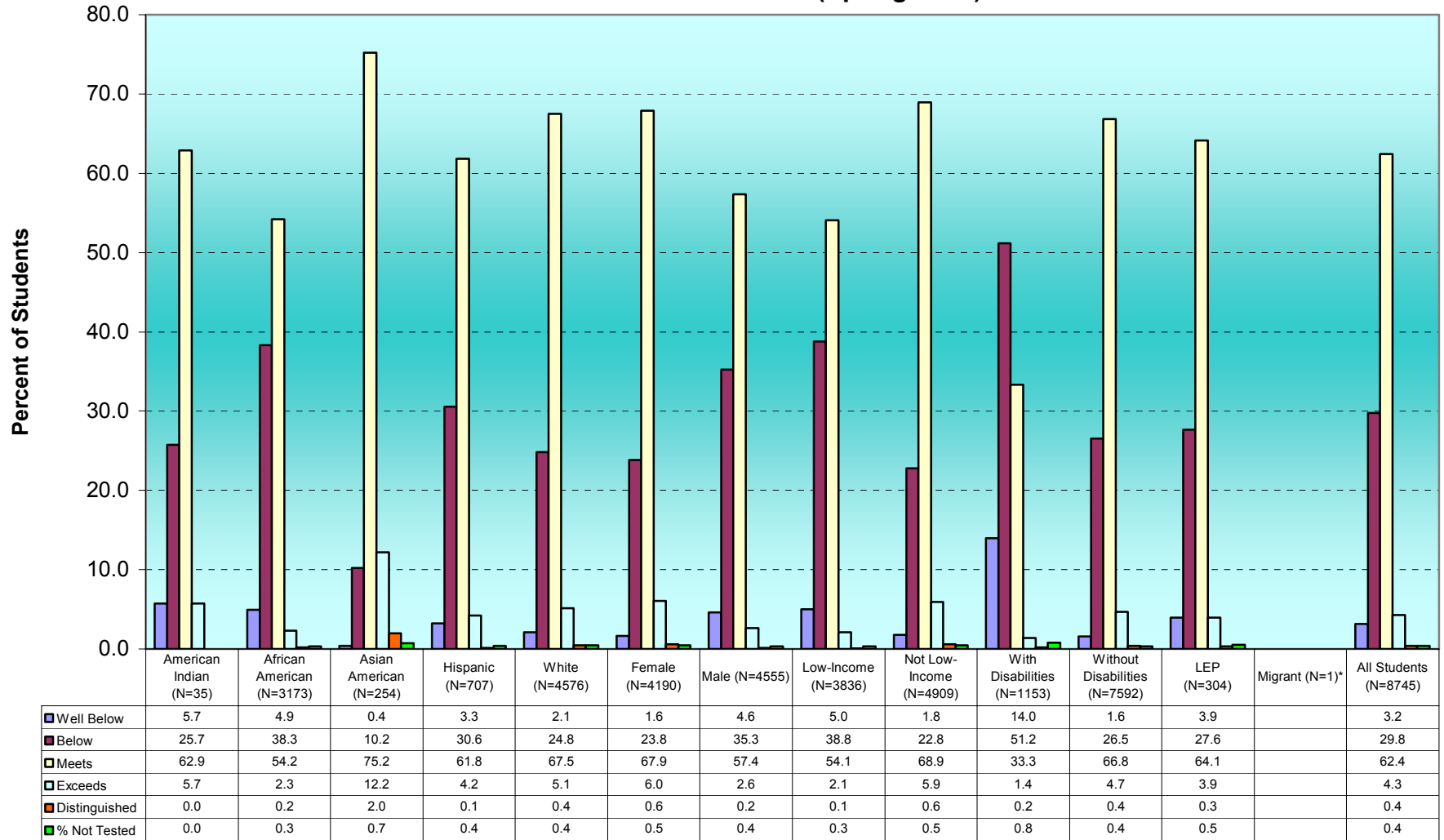
* Data Not Provided For Student Categories With <15

Table 15
State Level Disaggregations Grade 10 Reading
Student Performance Levels (Spring 2007)



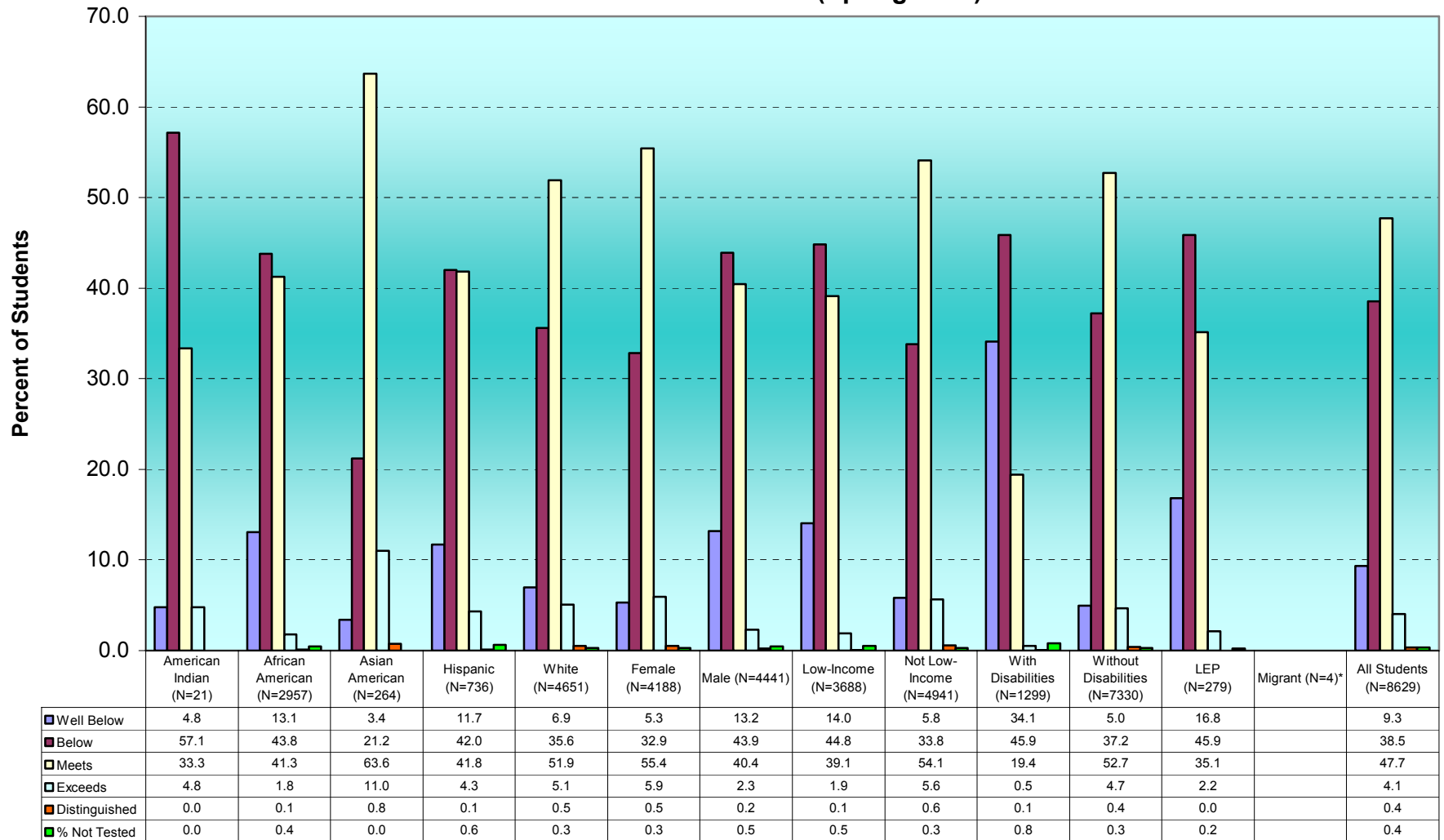
* Data Not Provided For Student Categories With <15

Table 16
State Level Disaggregations Grade 3 Writing
Student Performance Levels (Spring 2007)



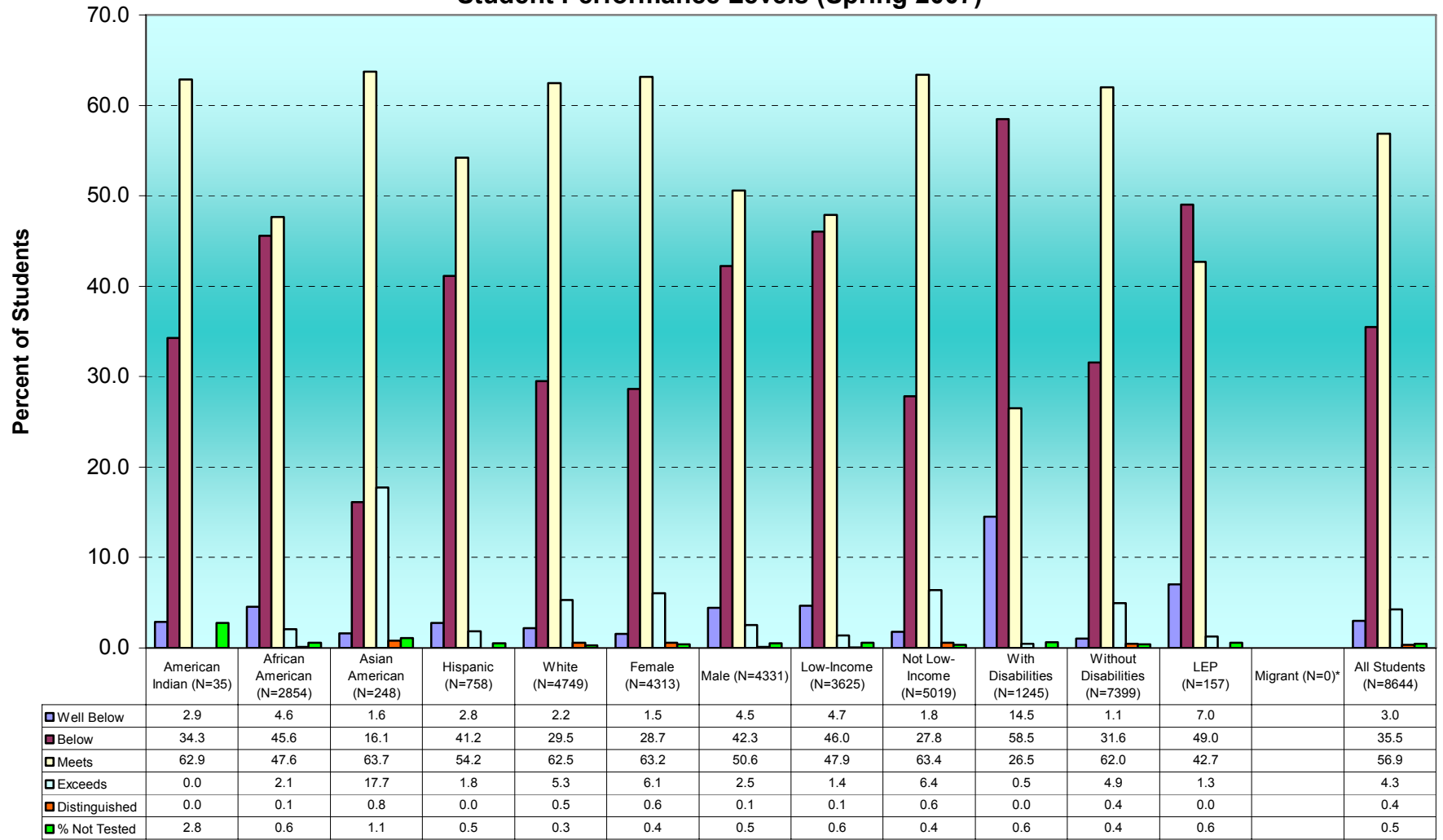
* Data Not Provided For Student Categories With <15

Table 17
State Level Disaggregations Grade 4 Writing
Student Performance Levels (Spring 2007)



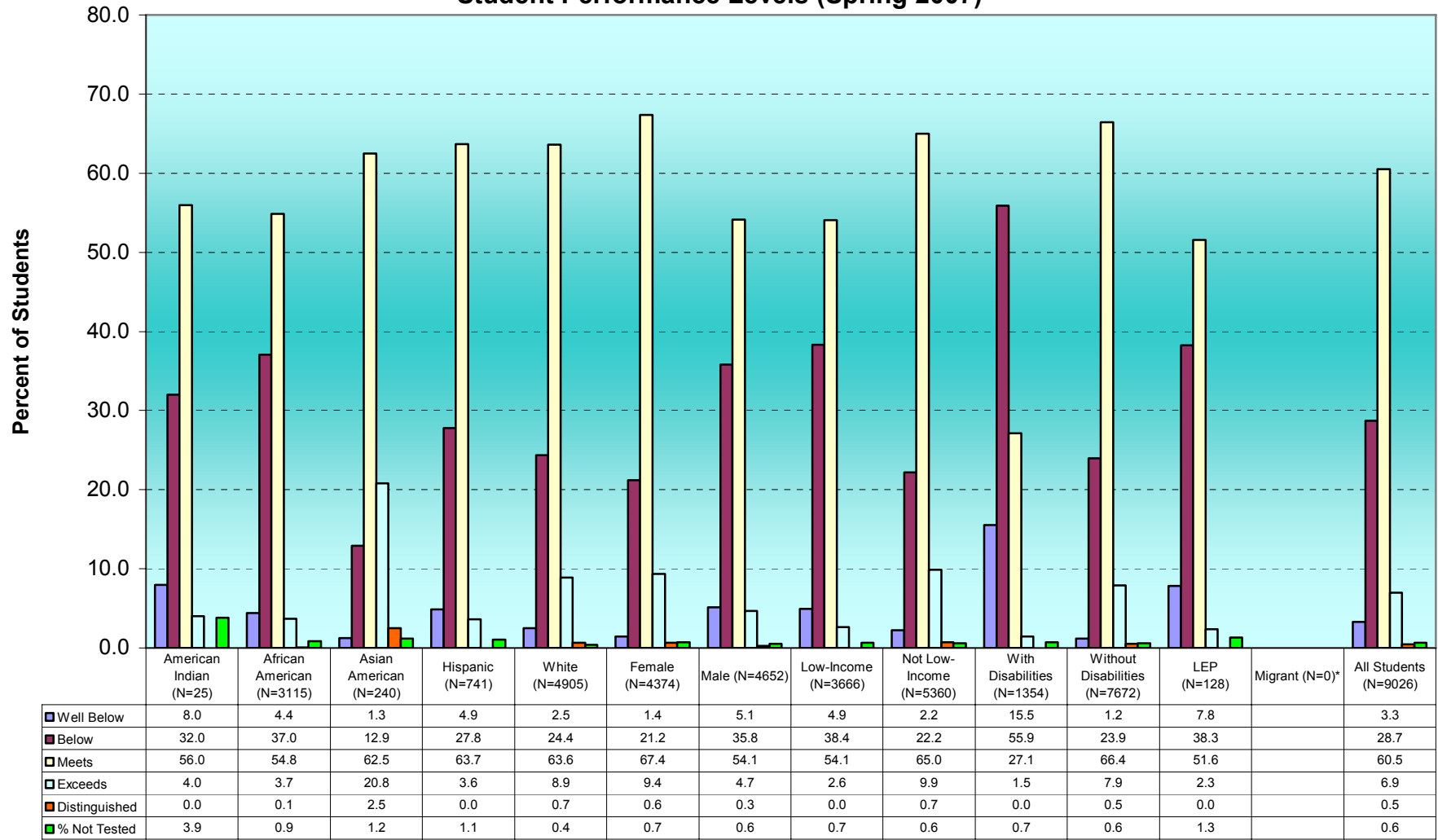
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Table 18
State Level Disaggregations Grade 5 Writing
Student Performance Levels (Spring 2007)



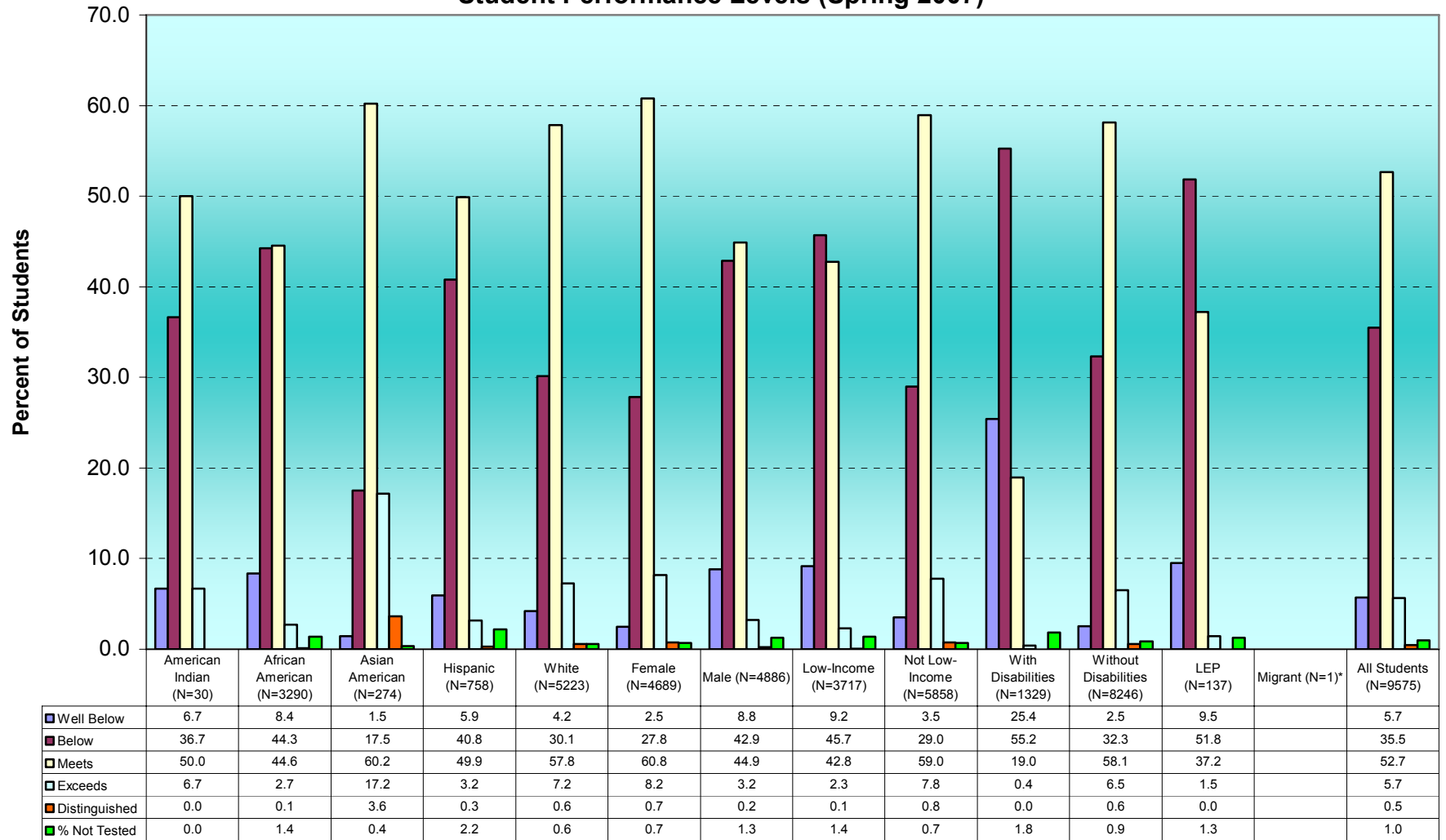
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Table 19
State Level Disaggregations Grade 6 Writing
Student Performance Levels (Spring 2007)



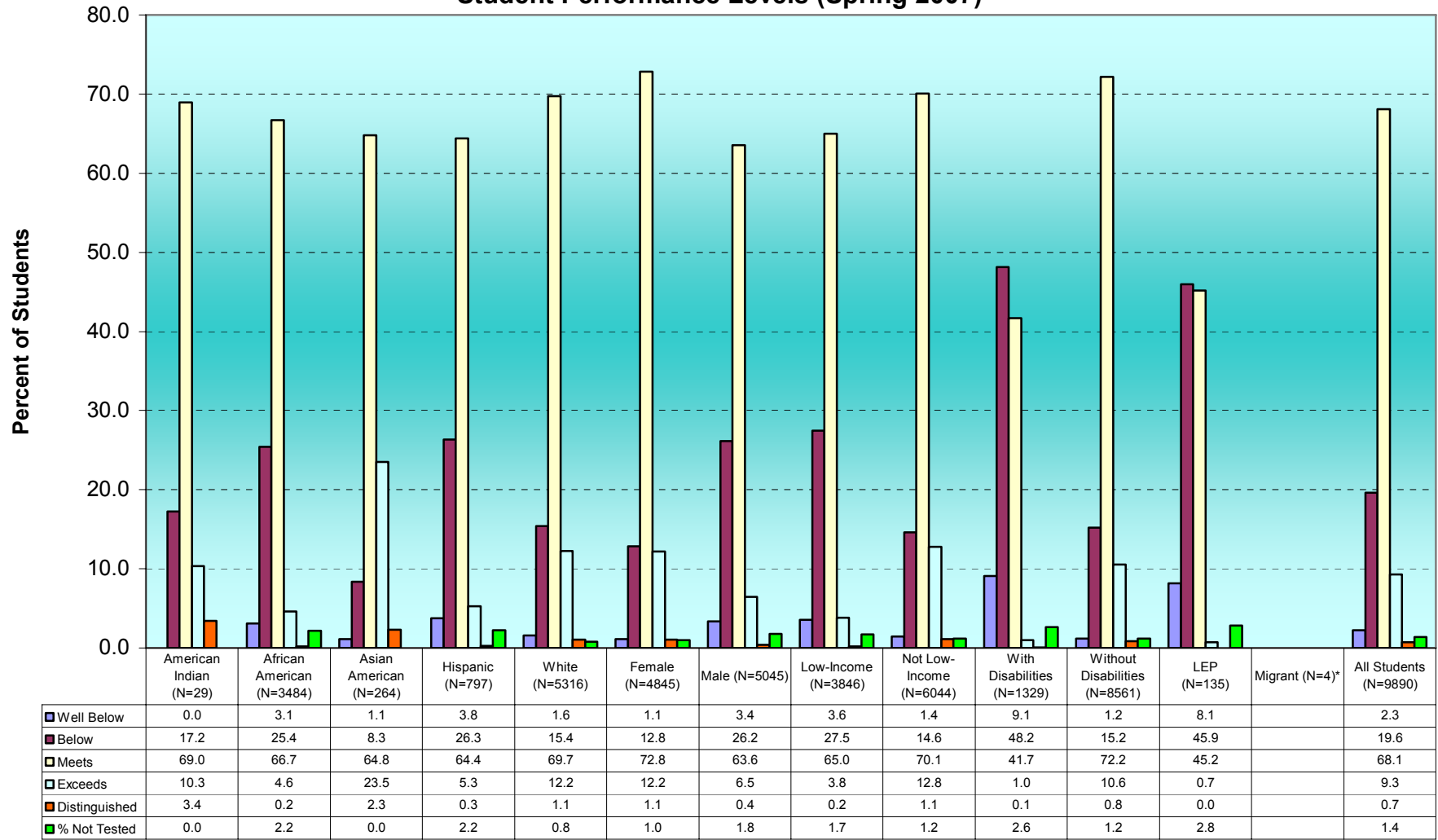
* Data Not Provided For Student Categories With <15

Table 20
State Level Disaggregations Grade 7 Writing
Student Performance Levels (Spring 2007)



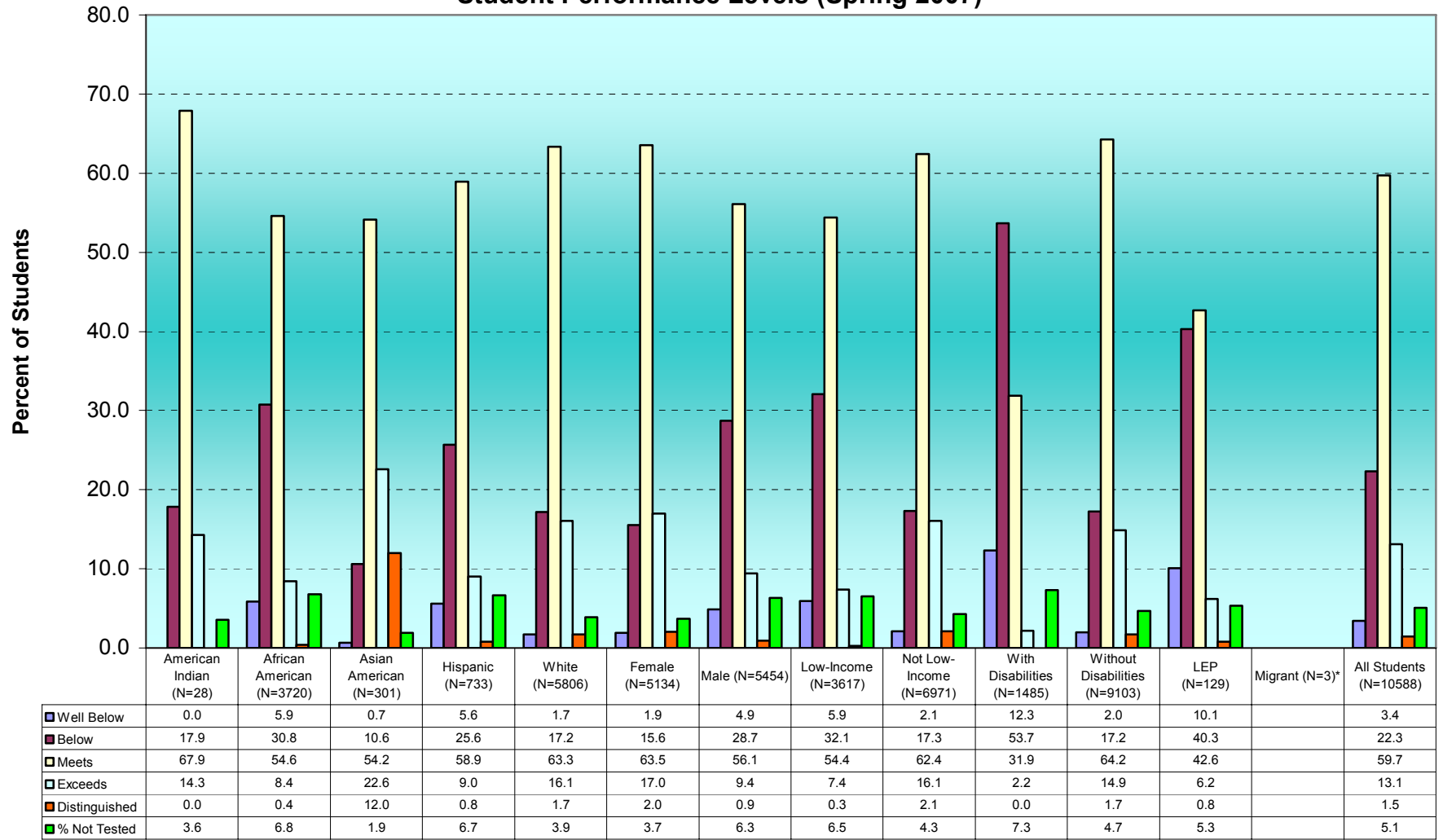
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Table 21
State Level Disaggregations Grade 8 Writing
Student Performance Levels (Spring 2007)



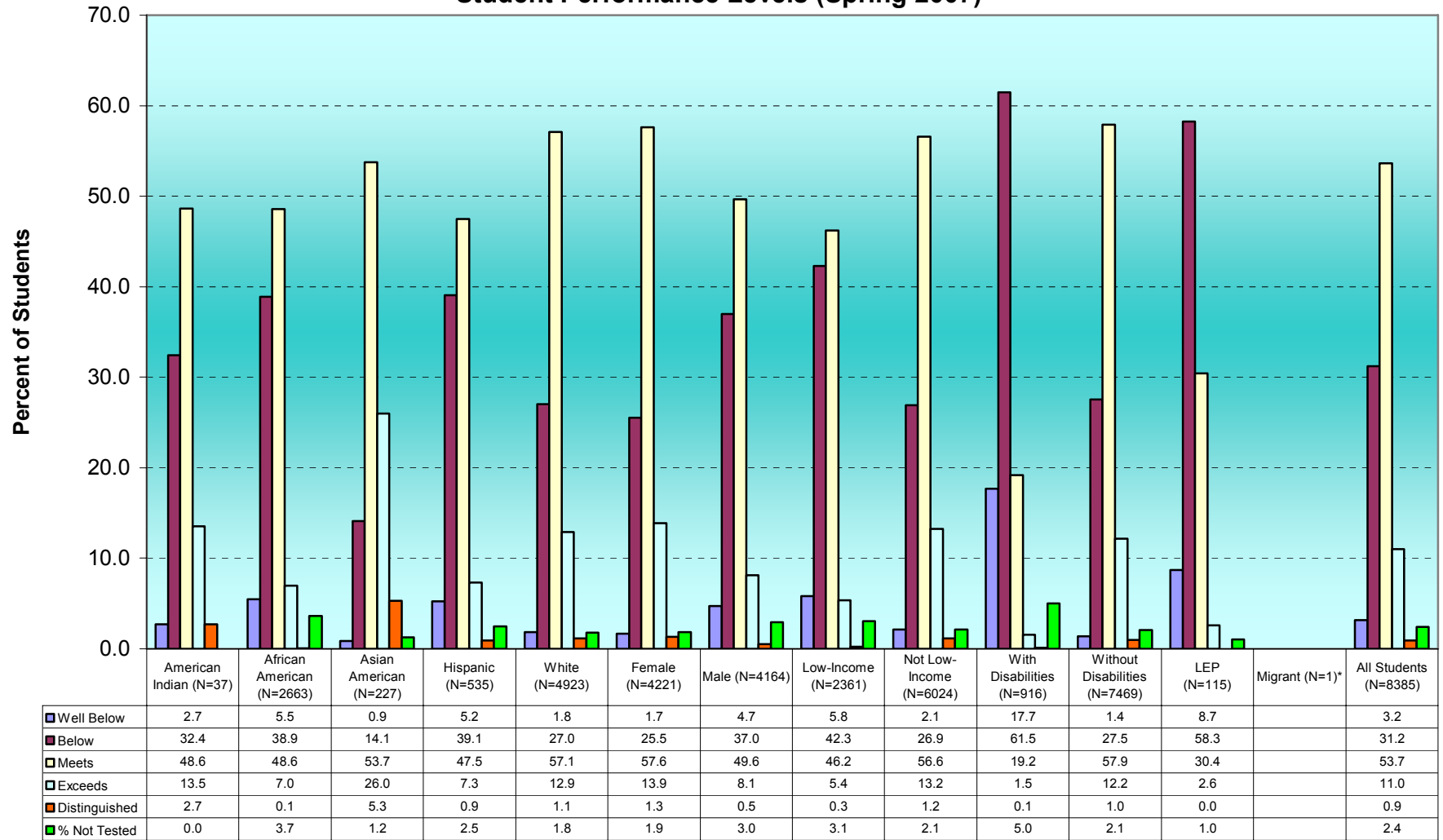
* Data Not Provided For Student Categories With <15

Table 22
State Level Disaggregations Grade 9 Writing
Student Performance Levels (Spring 2007)



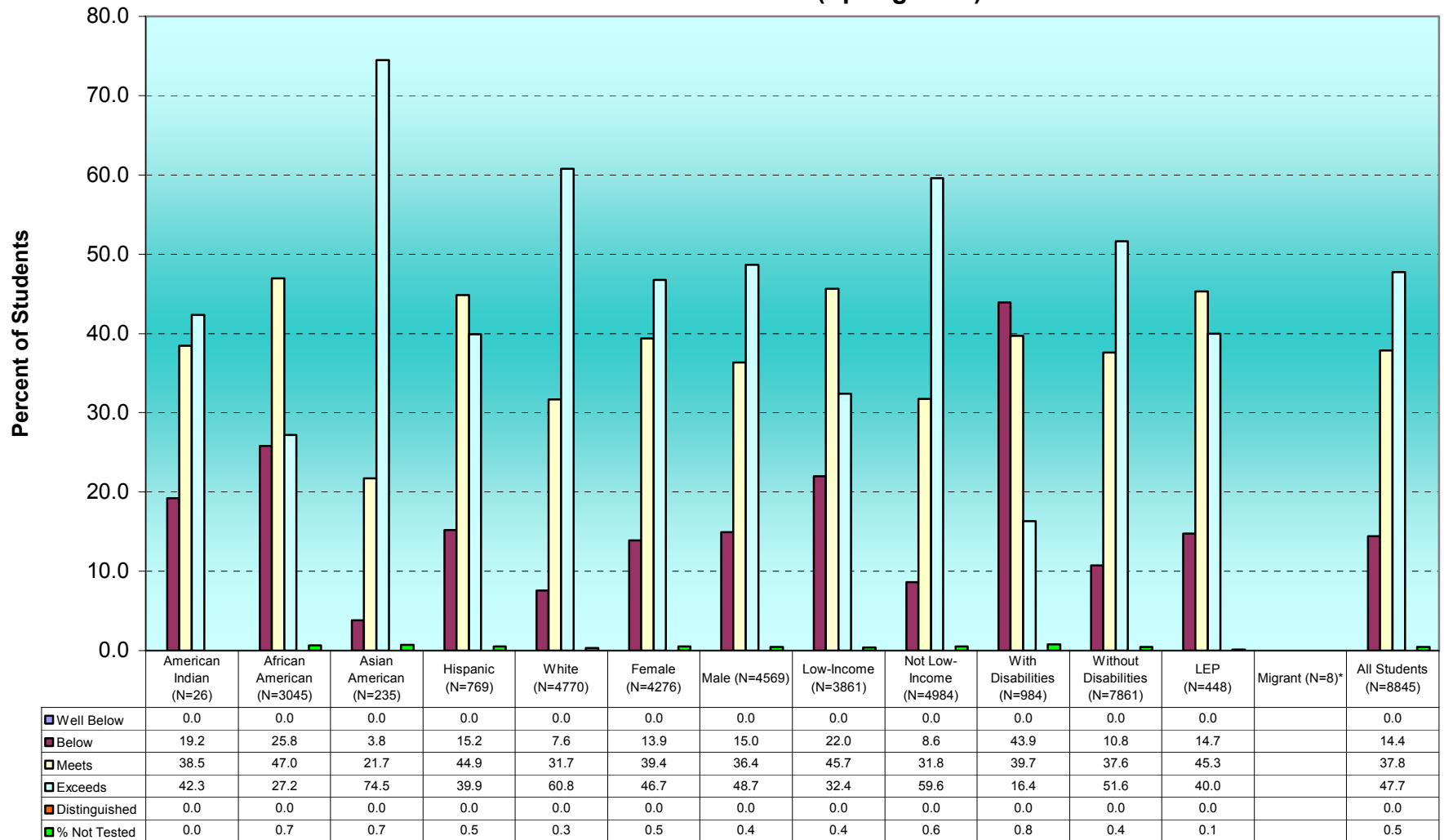
* Data Not Provided For Student Categories With <15

Table 23
State Level Disaggregations Grade 10 Writing
Student Performance Levels (Spring 2007)



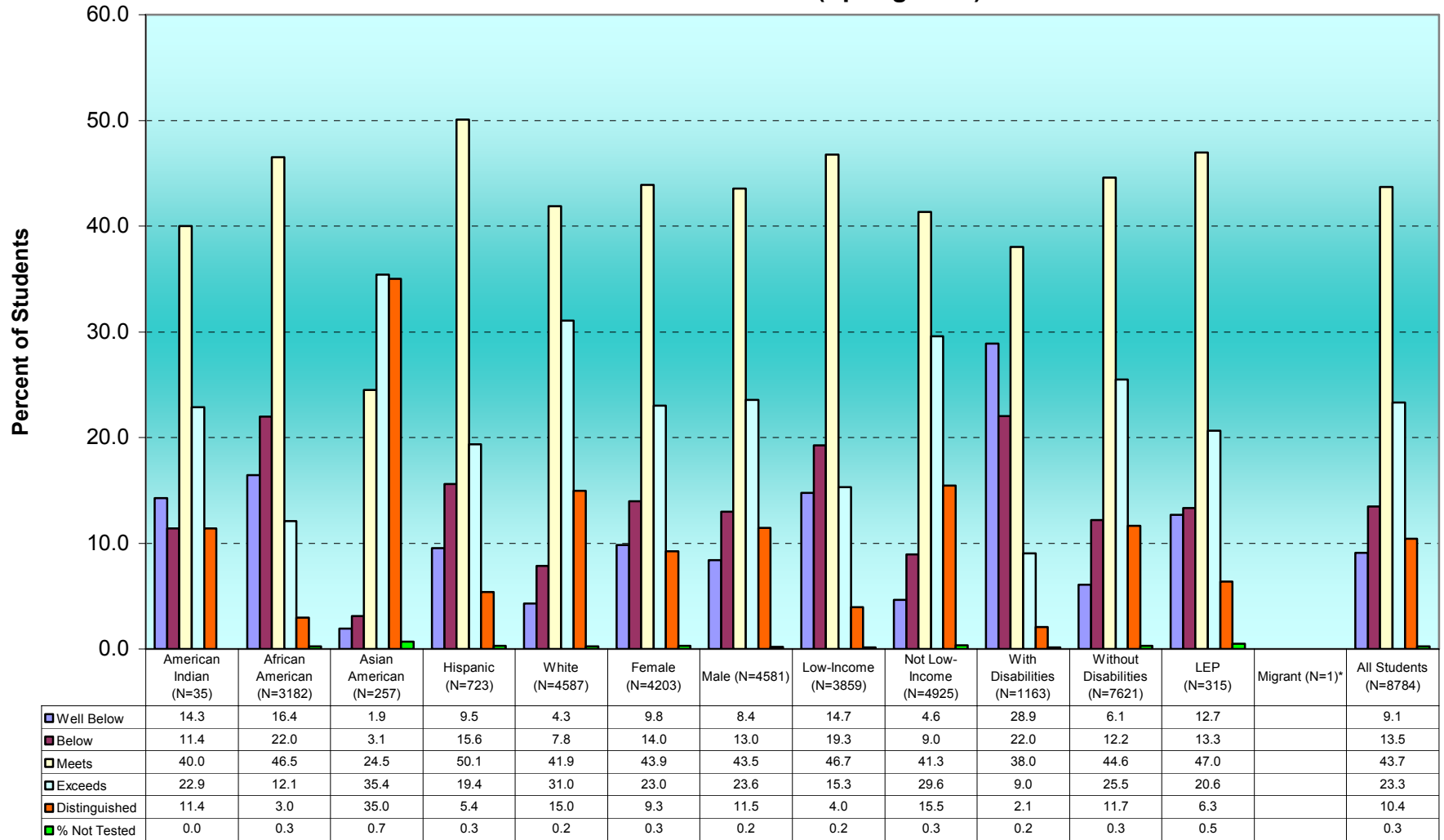
* Data Not Provided For Student Categories With <15

Table 24
State Level Disaggregations Grade 2 Mathematics
Student Performance Levels (Spring 2007)



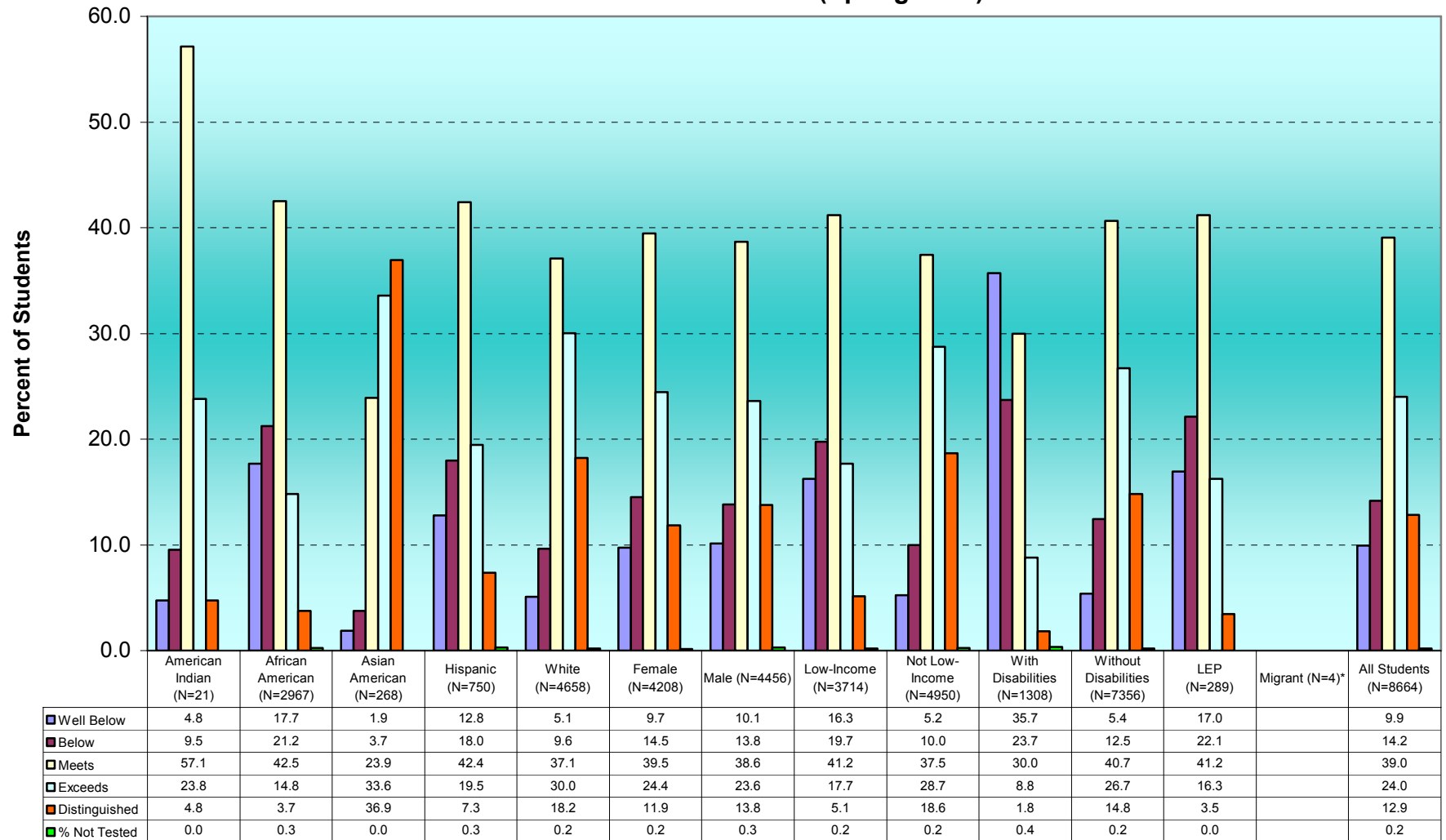
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Table 25
State Level Disaggregations Grade 3 Mathematics
Student Performance Levels (Spring 2007)



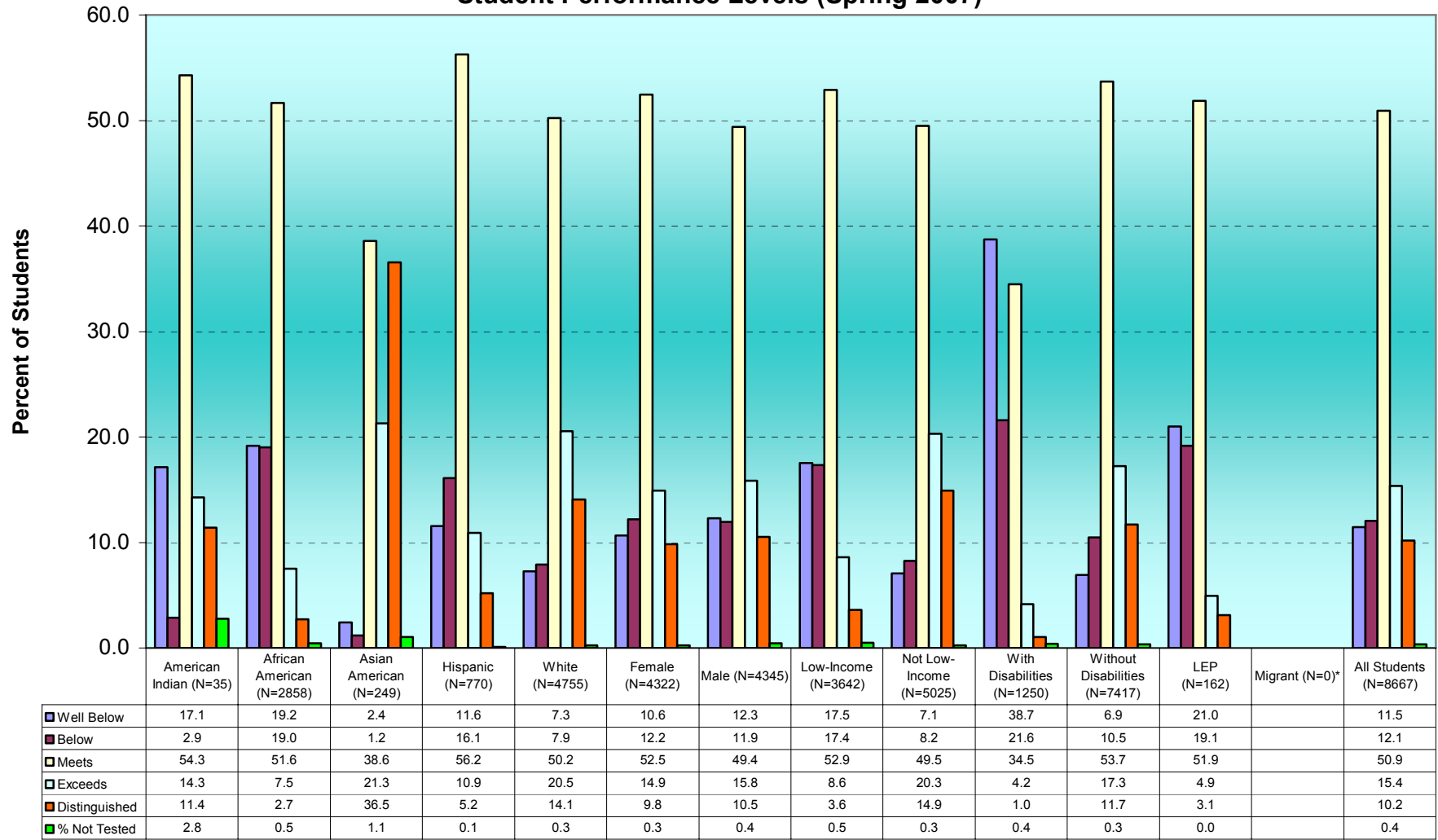
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Table 26
State Level Disaggregations Grade 4 Mathematics
Student Performance Levels (Spring 2007)



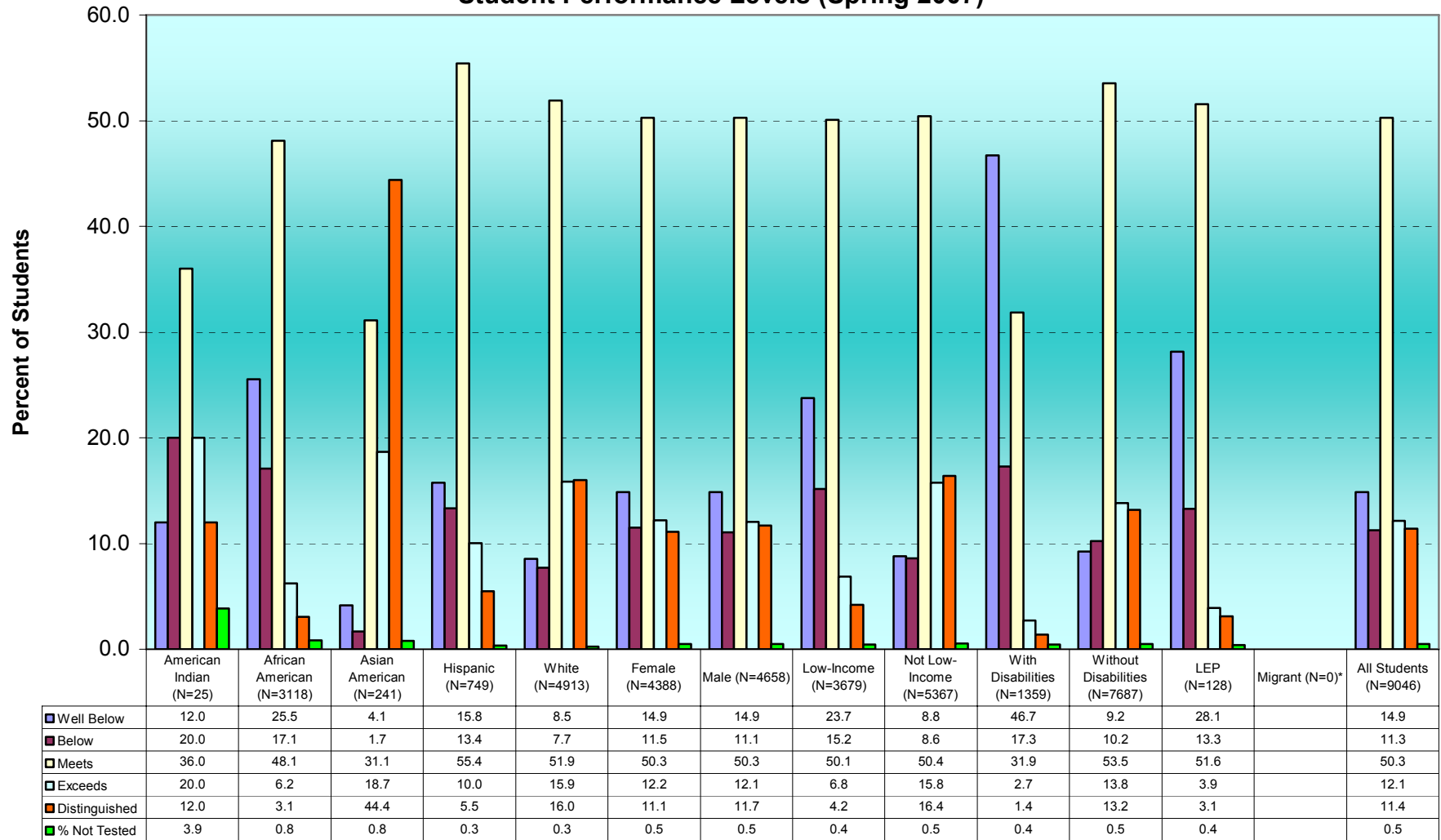
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Table 27
State Level Disaggregations Grade 5 Mathematics
Student Performance Levels (Spring 2007)



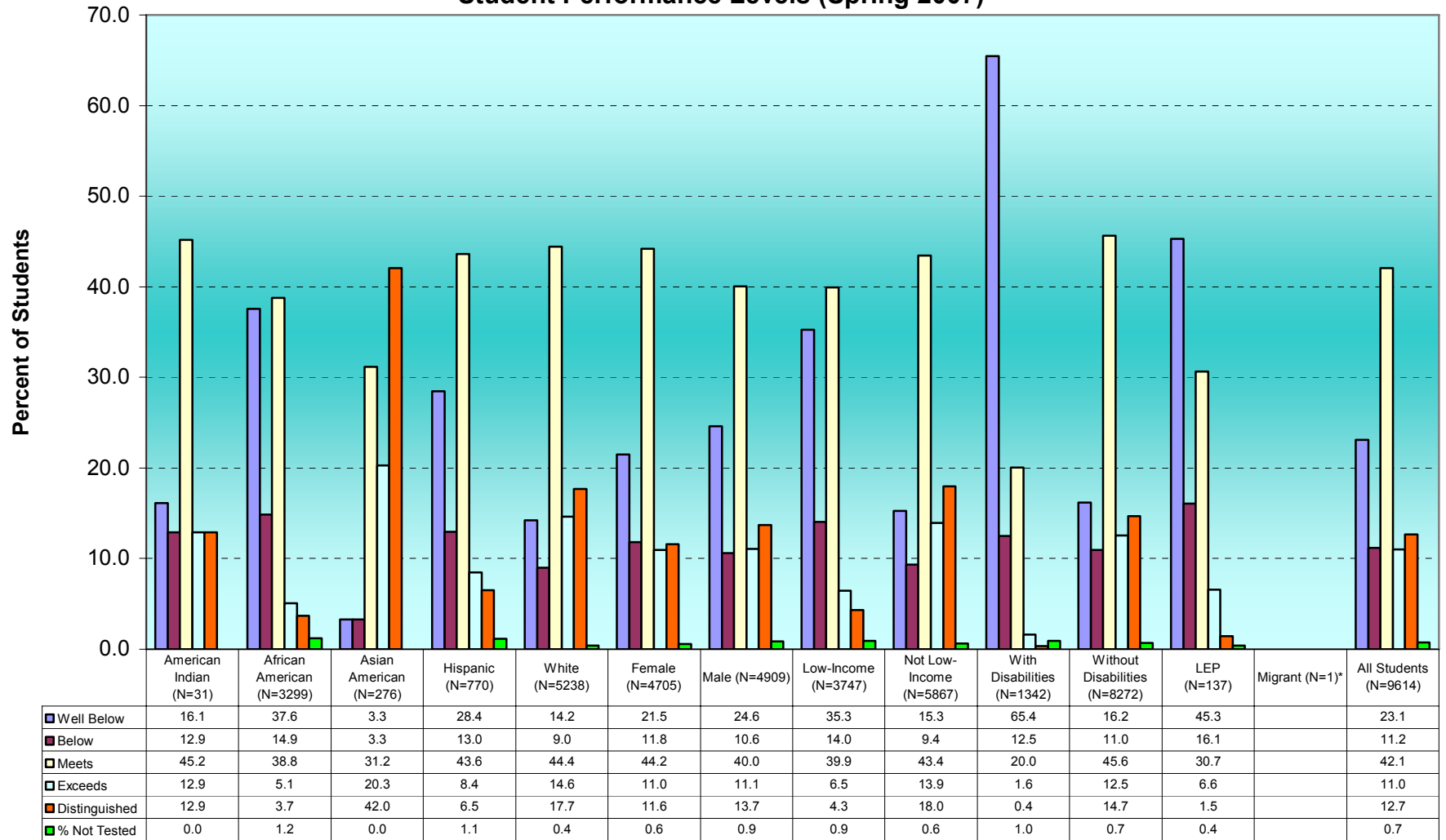
* Data Not Provided For Student Categories With <15

Table 28
State Level Disaggregations Grade 6 Mathematics
Student Performance Levels (Spring 2007)



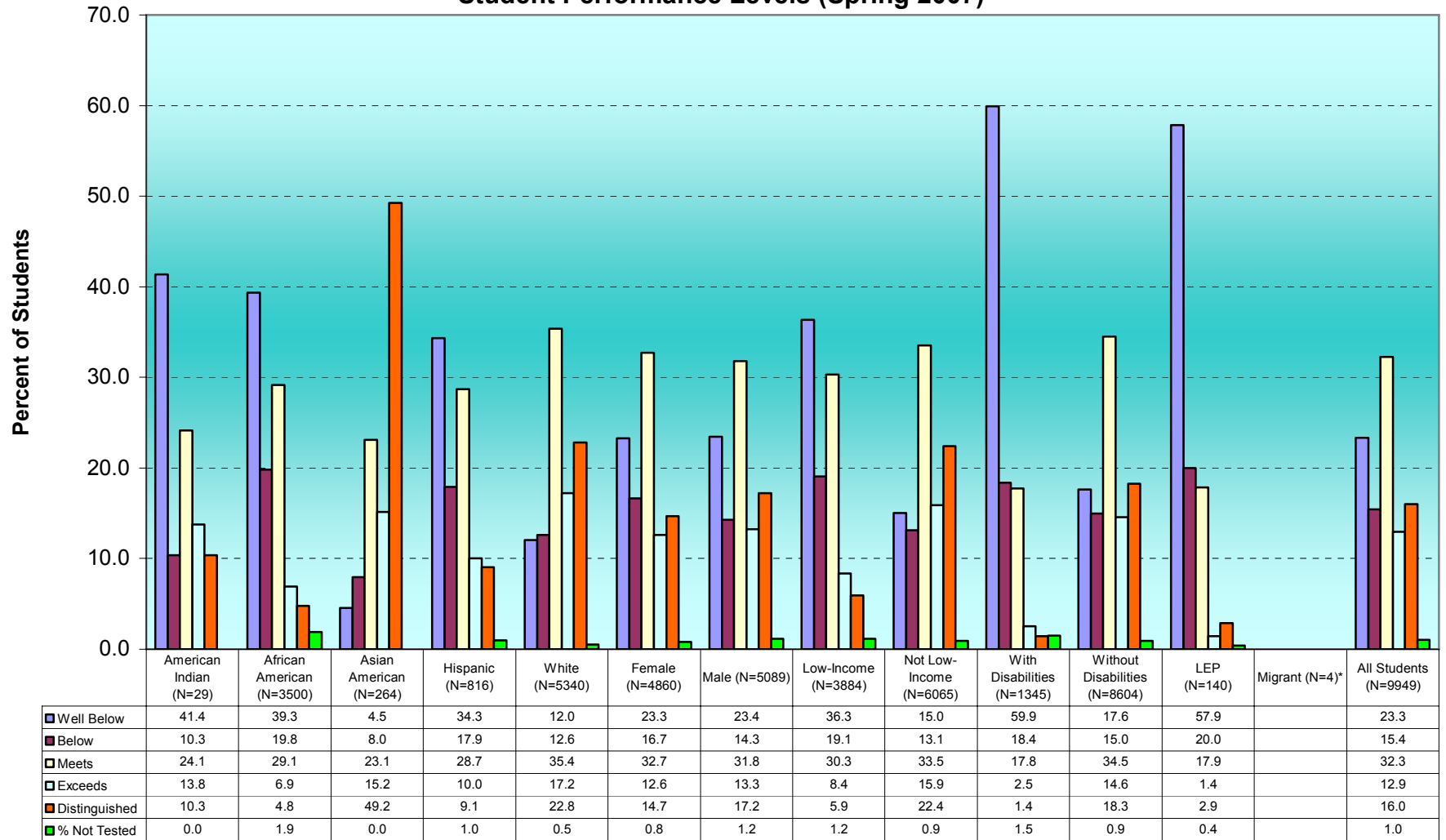
* Data Not Provided For Student Categories With <15

Table 29
State Level Disaggregations Grade 7 Mathematics
Student Performance Levels (Spring 2007)



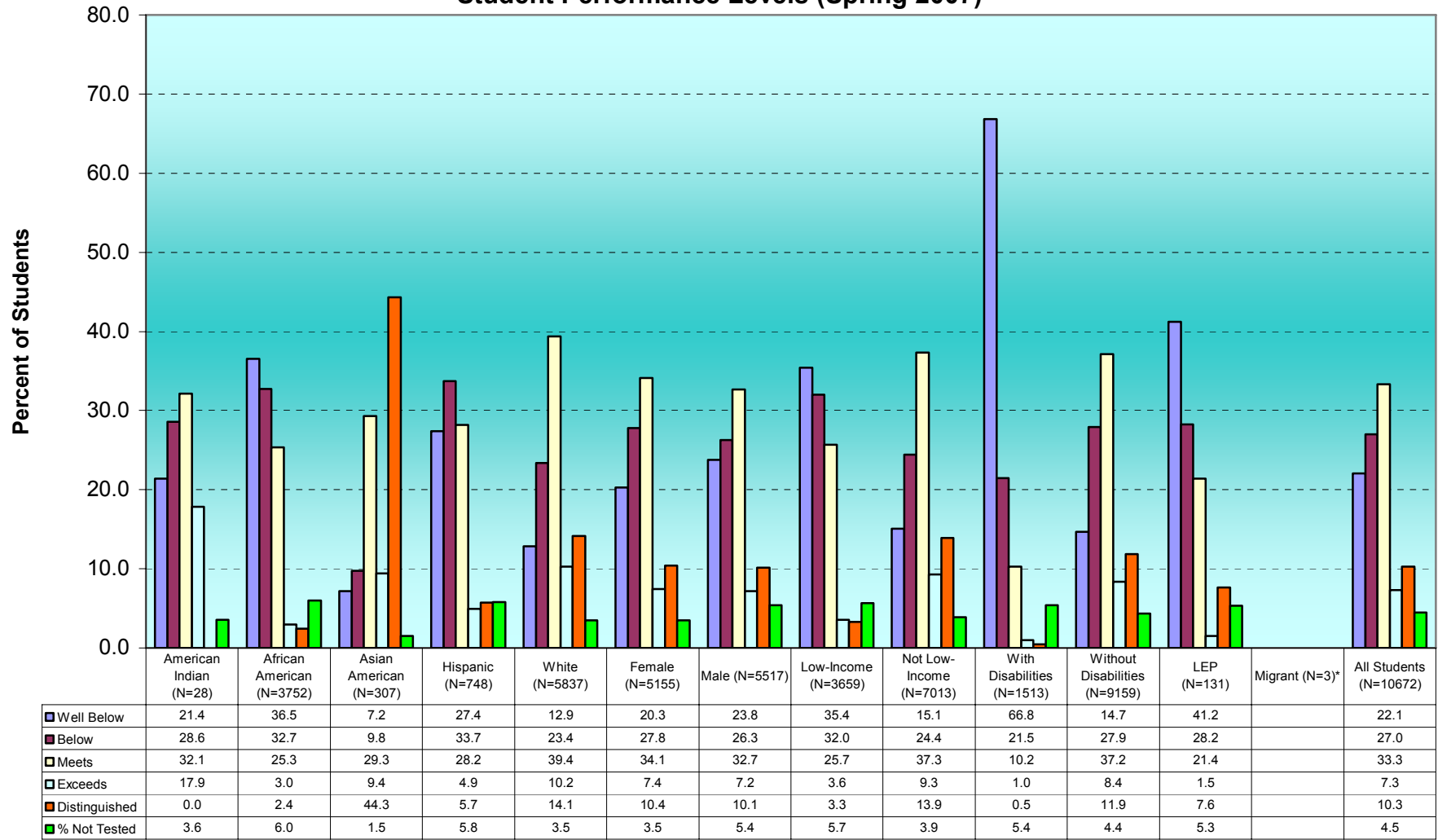
* Data Not Provided For Student Categories With <15

Table 30
State Level Disaggregations Grade 8 Mathematics
Student Performance Levels (Spring 2007)



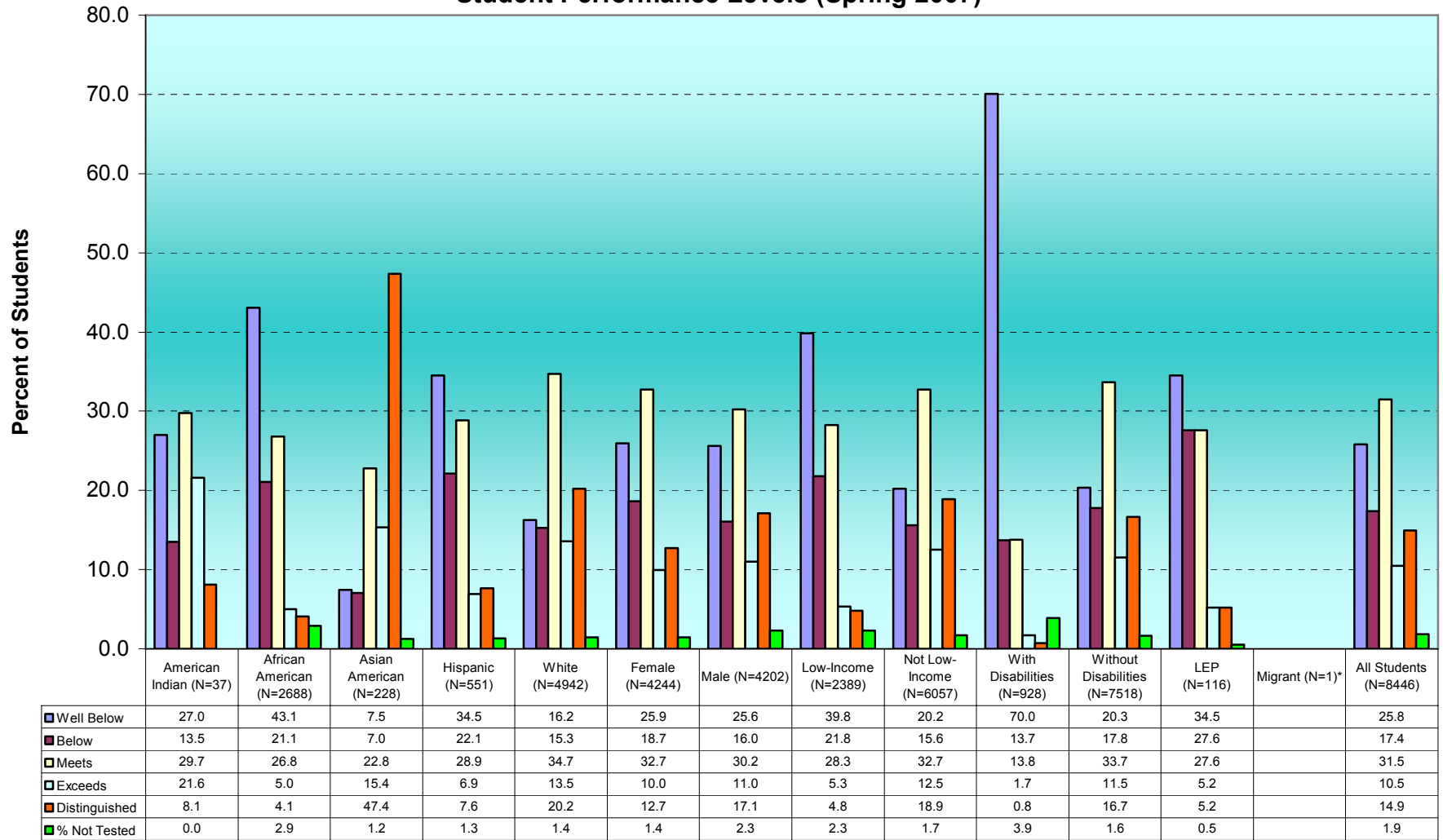
* Data Not Provided For Student Categories With <15

Table 31
State Level Disaggregations Grade 9 Mathematics
Student Performance Levels (Spring 2007)



* Data Not Provided For Student Categories With <15

Table 32
State Level Disaggregations Grade 10 Mathematics
Student Performance Levels (Spring 2007)



* Data Not Provided For Student Categories With <15

DELAWARE DEPARTMENT OF EDUCATION

DSTP State Summary Report, Fall 2006 Administration

Science & Social Studies

DISAGGREGATED DATA

The following tables contain the Fall 2006 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.state.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

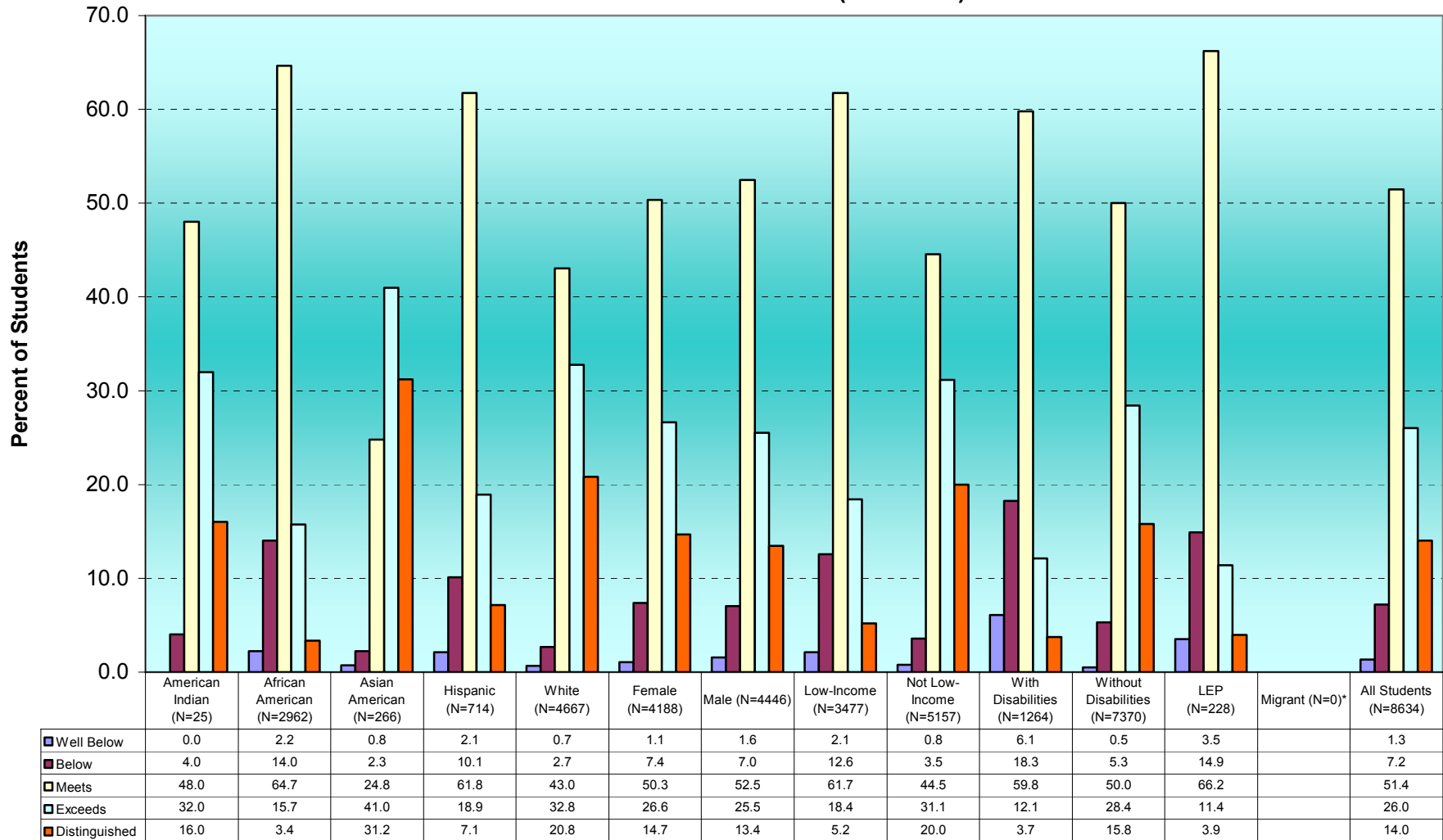
Student Performance Levels:

DSTP Student Performance Levels	
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Participation:

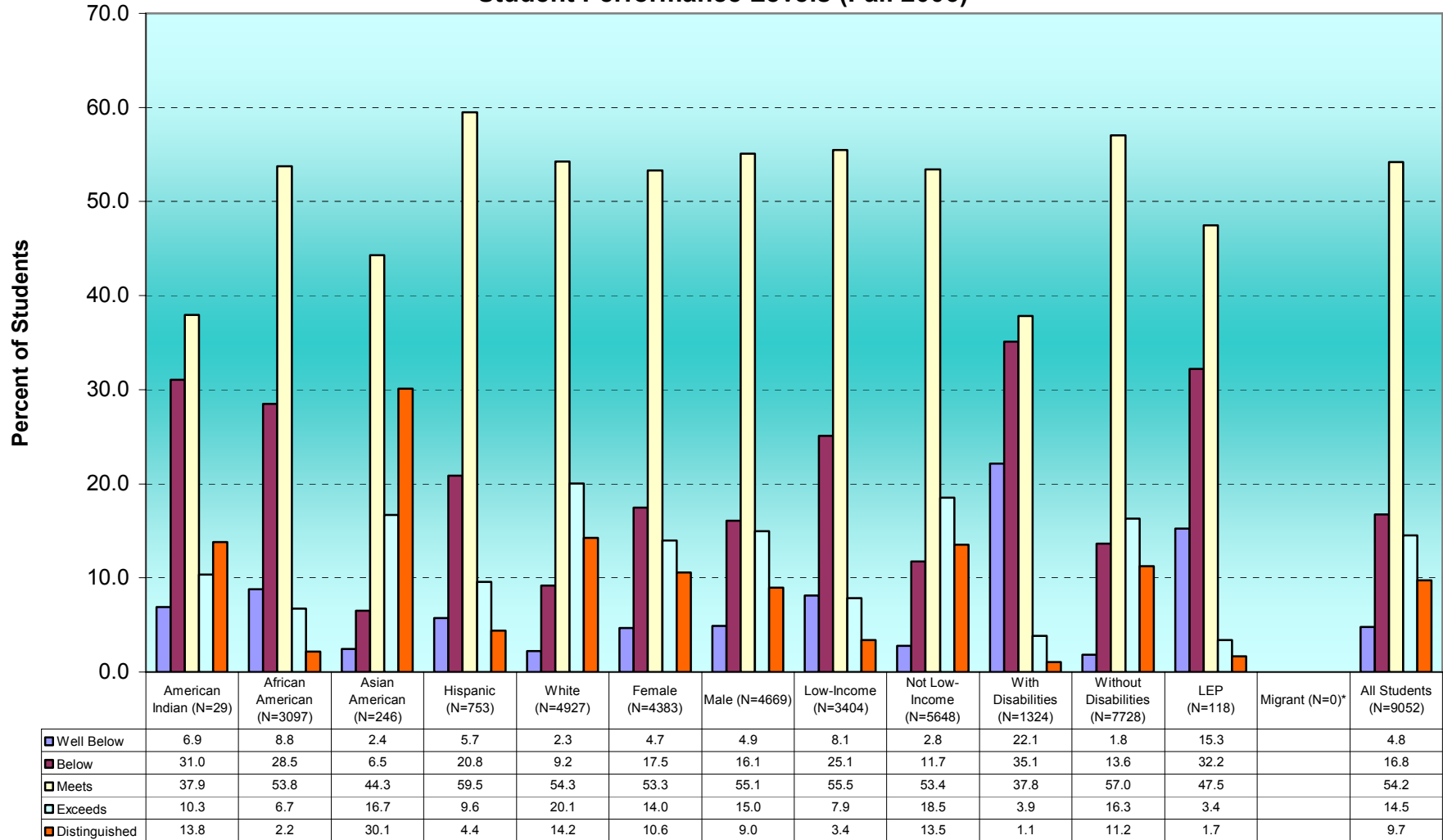
The number of students who were eligible to participate in the DSTP who were not tested

Table 33
State Level Disaggregations Grade 4 Science
Student Performance Levels (Fall 2006)



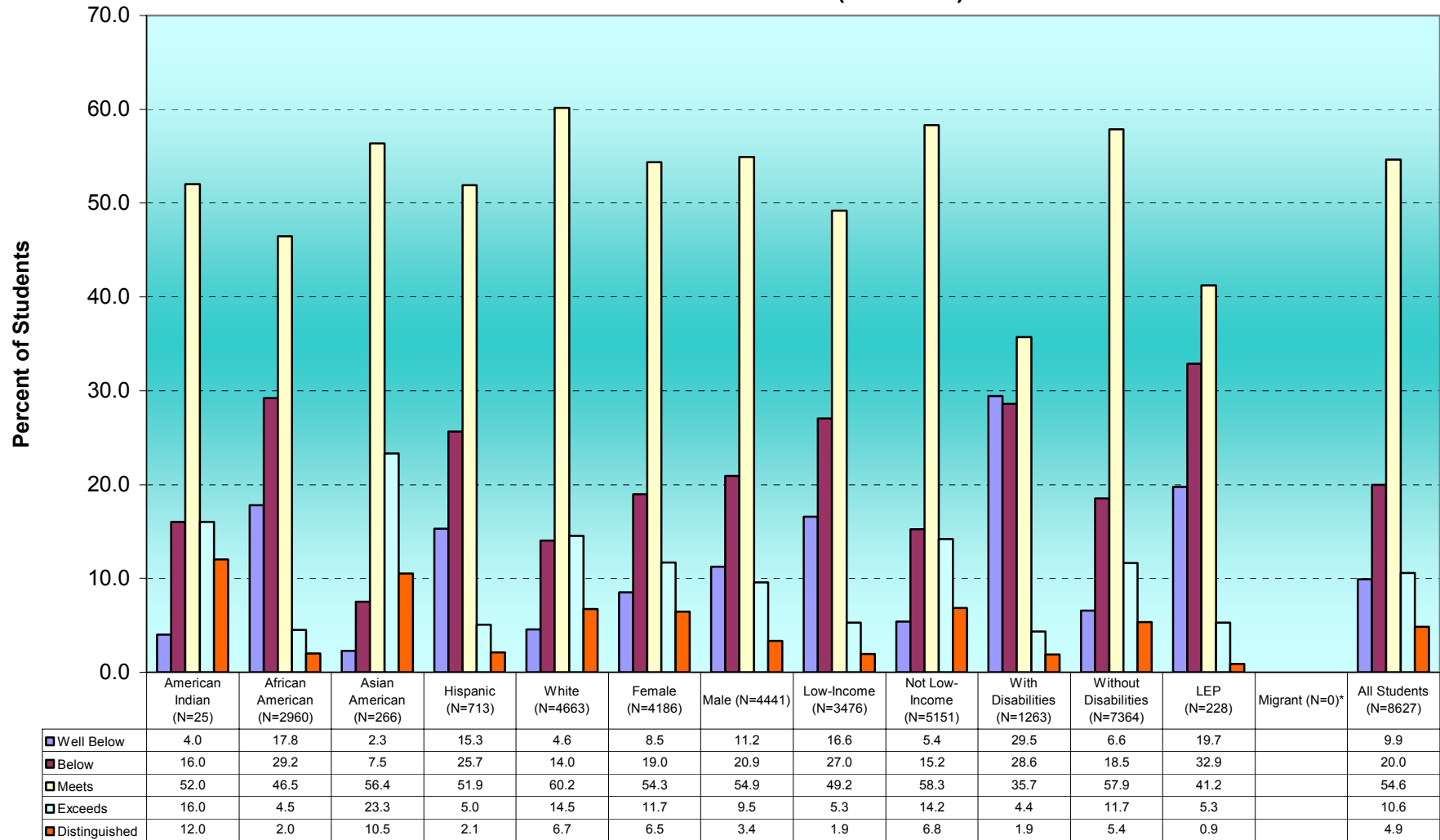
* Data Not Provided For Student Categories With <15

Table 34
State Level Disaggregations Grade 6 Science
Student Performance Levels (Fall 2006)



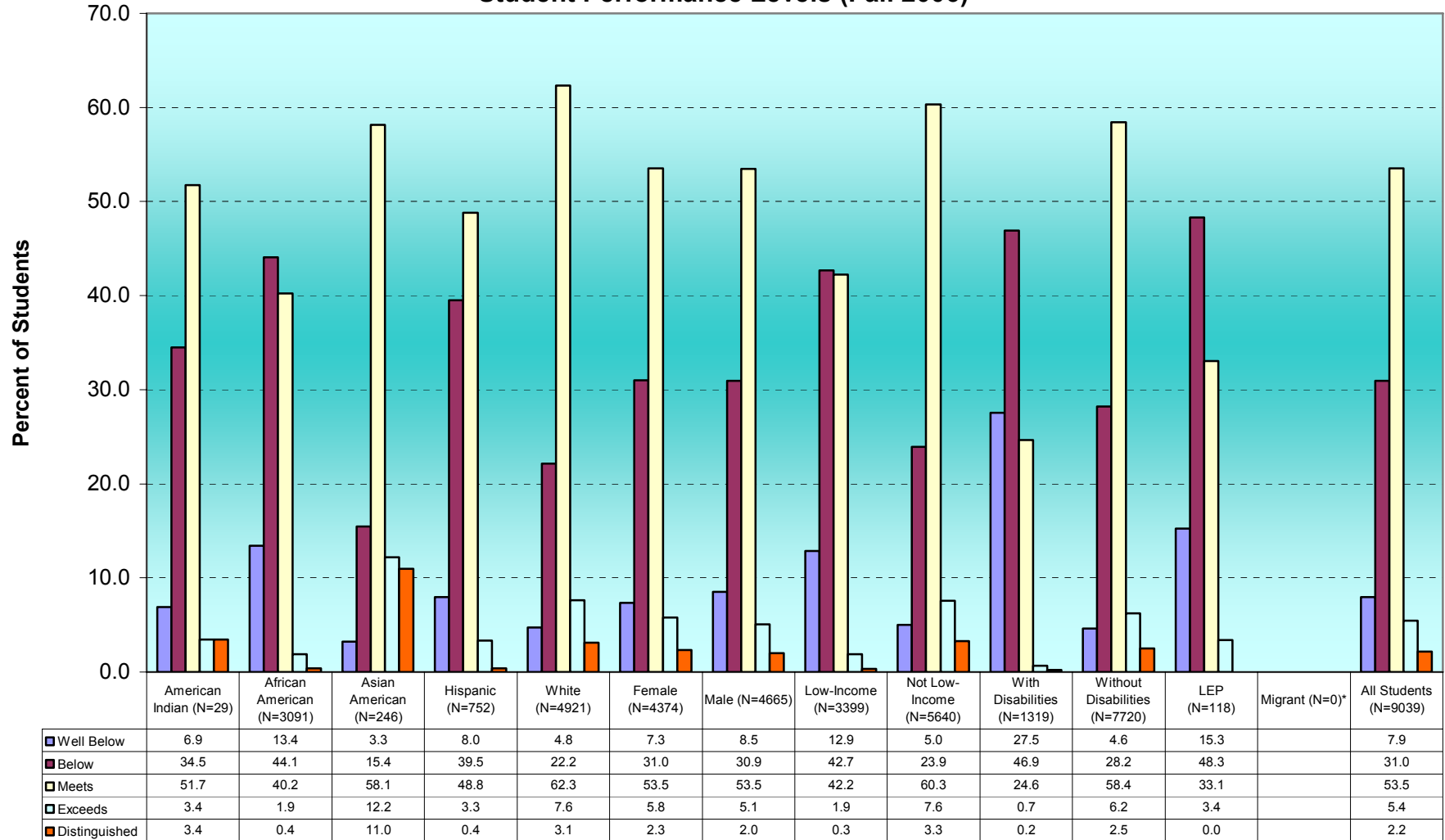
* Data Not Provided For Student Categories With <15

Table 35
State Level Disaggregations Grade 4 Social Studies
Student Performance Levels (Fall 2006)



* Data Not Provided For Student Categories With <15

Table 36
State Level Disaggregations Grade 6 Social Studies
Student Performance Levels (Fall 2006)



* Data Not Provided For Student Categories With <15

DELAWARE DEPARTMENT OF EDUCATION

DSTP State Summary Report, Spring 2006 Administration

Science & Social Studies

DISAGGREGATED DATA

The following tables contain the Spring 2006 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.state.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

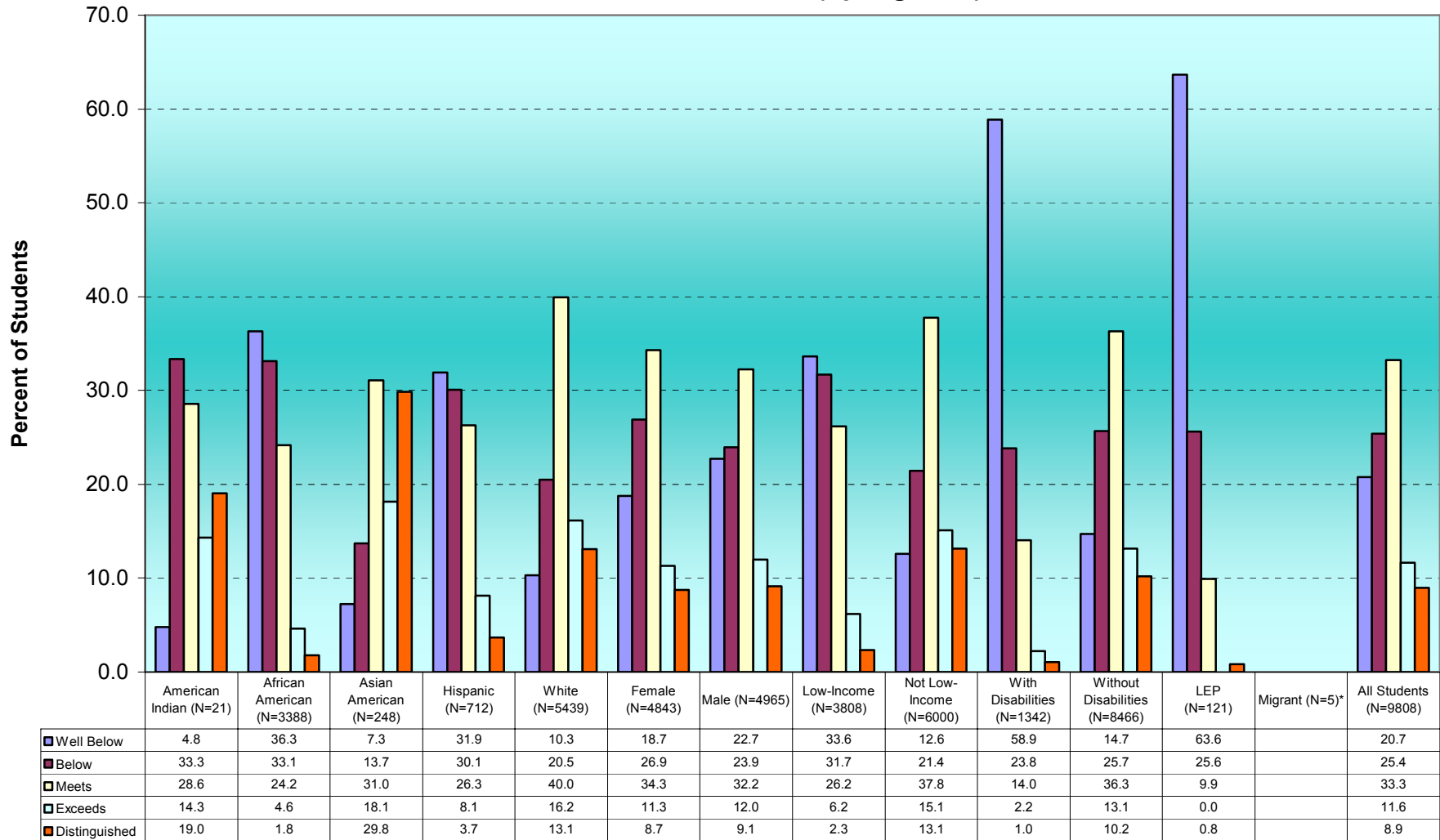
Student Performance Levels:

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:

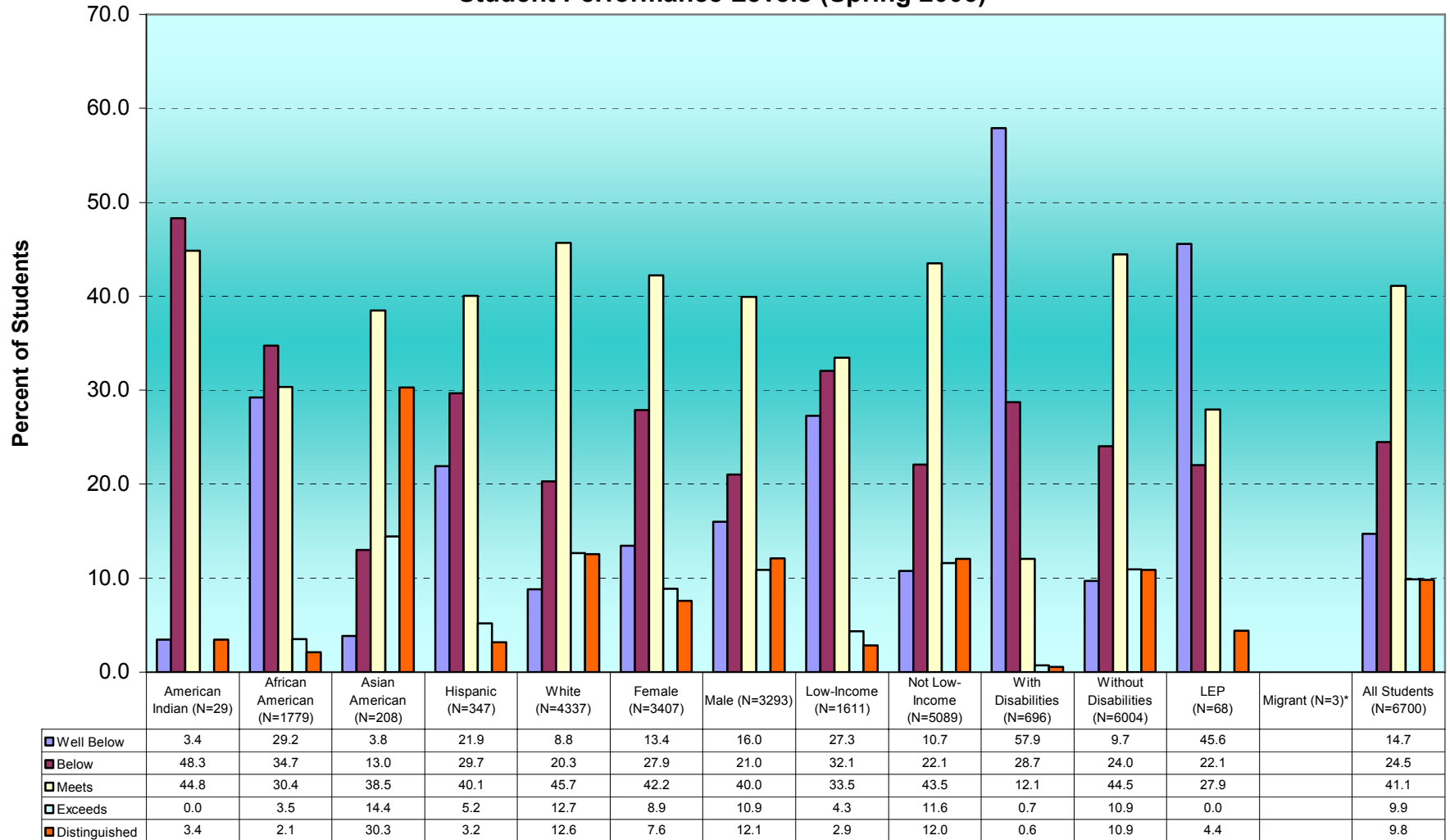
The number of students who were eligible to participate in the DSTP who were not tested

Table 37
State Level Disaggregations Grade 8 Science
Student Performance Levels (Spring 2006)



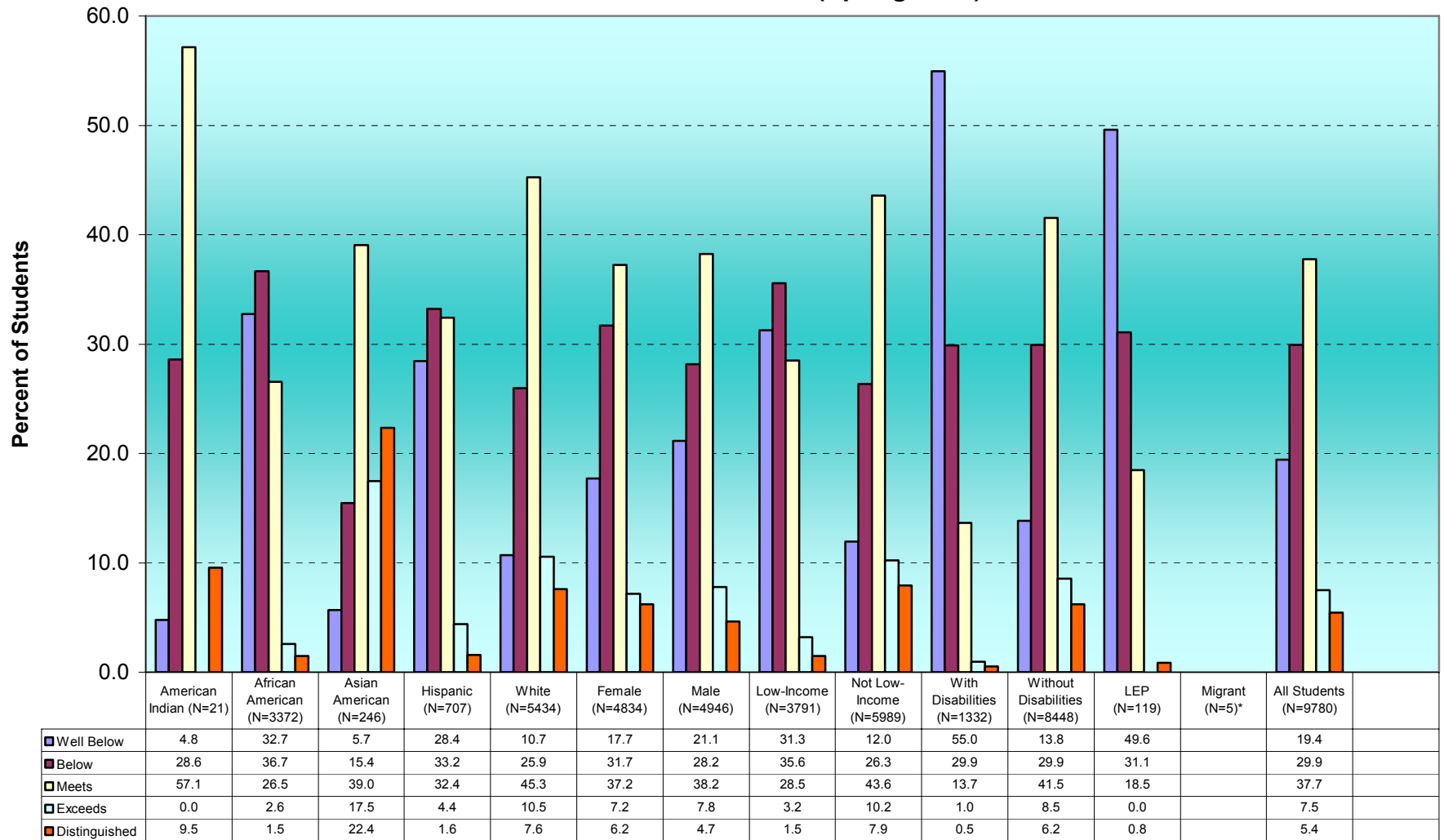
* Data Not Provided For Student Categories With <15

Table 38
State Level Disaggregations Grade 11 Science
Student Performance Levels (Spring 2006)



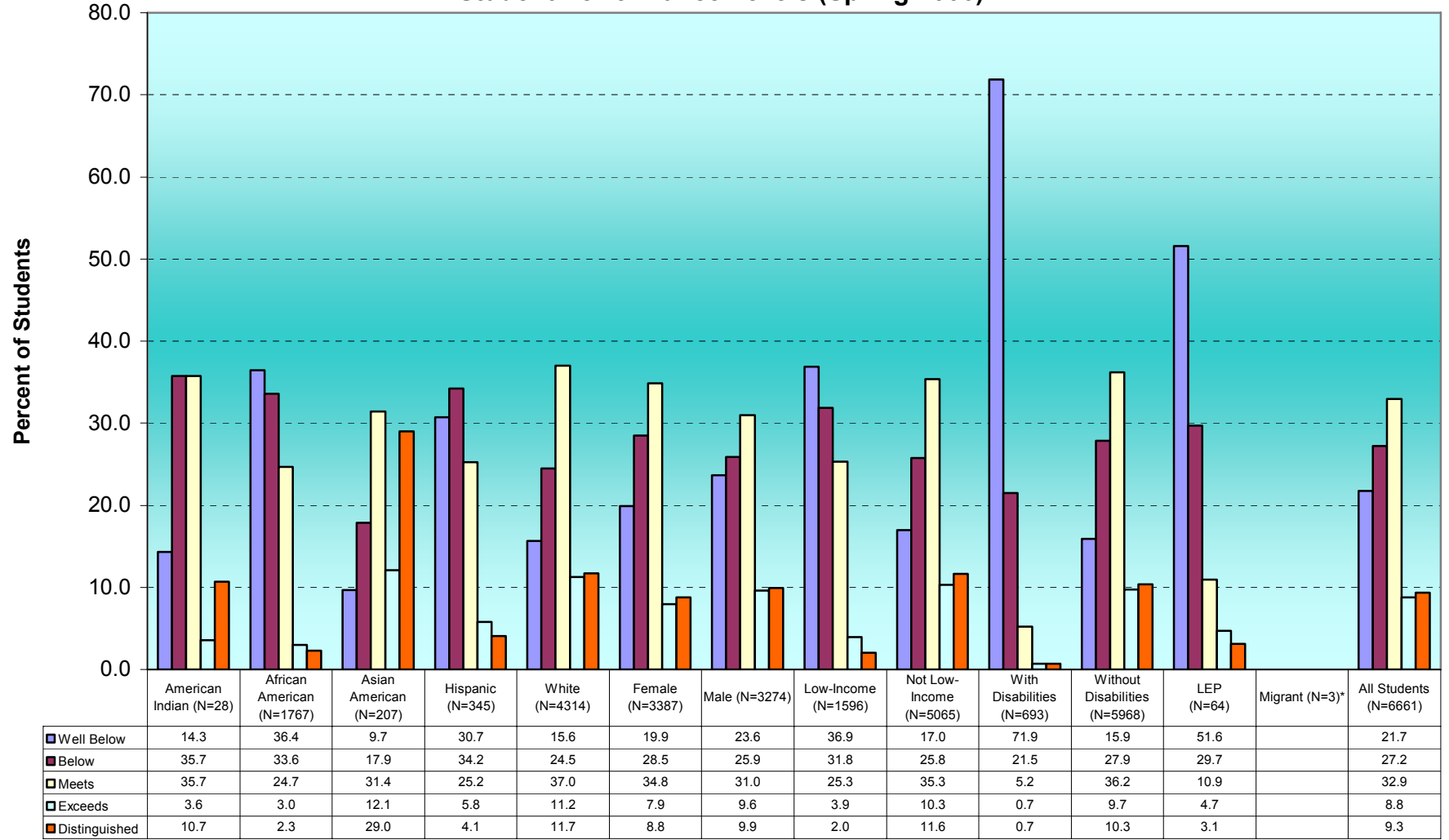
* Data Not Provided For Student Categories With <15

Table 39
State Level Disaggregations Grade 8 Social Studies
Student Performance Levels (Spring 2006)



* Data Not Provided For Student Categories With <15

Table 40
State Level Disaggregations Grade 11 Social Studies
Student Performance Levels (Spring 2006)



* Data Not Provided For Student Categories With <15

**DELAWARE ALTERNATE PORTFOLIO ASSESSMENT
(DAPA) SPRING, 2007 DISAGGREGATED RESULTS**

GUIDE TO UNDERSTANDING 2006-2007 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 2007 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 2007
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Reading Average	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL5	Percent at Reading PL4	Percent at Reading PL3	Percent at Reading PL2	Percent at Reading PL1	Reading NCE Number	Reading NCE Average	Percentile Rank
Grade 2	Regular Ed	7,802	403.27	83.39	16.61	-	37.84	45.55	16.61	-	7,802	59.7	43.38
Grade 2	Special Ed	300	371.16	58.33	41.67	-	12.33	46	41.67	-	300	46.8	42.21
Grade 3	Regular Ed	7,572	447.67	82.37	17.63	16.92	15.54	49.91	11.17	6.46	7,572	62.6	36.85
Grade 3	Special Ed	302	420.16	56.95	43.05	6.62	8.28	42.05	20.2	22.85	301	51.3	41.62
Grade 4	Regular Ed	7,313	470.59	83.55	16.45	16.7	20.37	46.48	12.39	<5.0	7,312	68.3	33.04
Grade 4	Special Ed	374	444.38	59.09	40.91	<5.0	9.89	46.26	22.99	17.91	374	56.1	33.46
Grade 5	Regular Ed	7,379	490.31	86.33	13.67	12.1	27.01	47.22	10.04	<5.0	7,376	66.3	34.52
Grade 5	Special Ed	396	456.2	56.57	43.43	<5.0	6.06	48.99	22.98	20.45	394	51.7	34.81
Grade 6	Regular Ed	7,651	489.16	83.07	16.93	5.15	26.77	51.16	13.11	<5.0	7,649	58.9	31.12
Grade 6	Special Ed	554	456.62	44.58	55.42	<5.0	5.96	38.27	30.32	25.09	553	46.3	31.54
Grade 7	Regular Ed	8,235	503.66	87.41	12.59	6.07	22.13	59.21	9.52	<5.0	8,235	64.8	34.4
Grade 7	Special Ed	651	461.29	47	53	<5.0	<5.0	43.47	27.34	25.65	651	47.4	34.45
Grade 8	Regular Ed	8,551	526.93	85.08	14.92	<5.0	17.45	63.43	11.25	<5.0	8,551	62.2	34.09
Grade 8	Special Ed	759	488.76	45.72	54.28	<5.0	<5.0	42.69	30.83	23.45	759	47.5	34.92
Grade 9	Regular Ed	9,123	527.89	79.78	20.22	6.59	14	59.19	14.22	6.01	9,123	65.1	40.46
Grade 9	Special Ed	1,040	473.14	27.79	72.21	<5.0	<5.0	25.87	27.5	44.71	1,039	40.9	41.2
Grade 10	Regular Ed	7,496	523.24	76.77	23.23	<5.0	9.63	64.83	17.69	5.54	7,491	64.5	33.16
Grade 10	Special Ed	684	478.31	26.17	73.83	<5.0	<5.0	25.44	32.31	41.52	684	48.1	33.52
Grade 2	Female	4,050	406.06	84.79	15.21	-	40.05	44.74	15.21	-	4,050	60.4	42.98
Grade 2	Male	4,052	398.1	80.13	19.87	-	33.74	46.4	19.87	-	4,052	58.1	44.14
Grade 3	Female	3,879	450.46	84.45	15.55	19.08	15.91	49.47	9.95	5.59	3,879	63	36.97
Grade 3	Male	3,995	442.88	78.42	21.58	14.04	14.64	49.74	13.04	8.54	3,994	61.3	37.46
Grade 4	Female	3,877	472.82	84.29	15.71	18.67	21.31	44.31	11.89	<5.0	3,877	69.4	33.73
Grade 4	Male	3,810	465.75	80.39	19.61	13.33	18.4	48.66	13.94	5.67	3,809	66	32.96
Grade 5	Female	3,998	493.3	87.92	12.08	14.58	27.86	45.47	8.93	<5.0	3,998	66.6	34.91
Grade 5	Male	3,777	483.58	81.52	18.48	8.37	23.91	49.25	12.58	5.9	3,772	64.5	35.12
Grade 6	Female	4,086	490.85	83.63	16.37	6.02	28.34	49.27	12.82	<5.0	4,084	59.5	31.9
Grade 6	Male	4,119	483.11	77.35	22.65	<5.0	22.41	51.3	15.71	6.94	4,118	56.7	32.04
Grade 7	Female	4,437	506.32	88.66	11.34	7.48	23.12	58.06	8.45	<5.0	4,437	65.6	35.09
Grade 7	Male	4,449	494.8	80.24	19.76	<5.0	18.34	58.06	13.19	6.56	4,449	61.5	36.23
Grade 8	Female	4,644	527.27	83.96	16.04	<5.0	17.64	61.35	12.45	<5.0	4,644	61.9	35.18
Grade 8	Male	4,666	520.38	79.79	20.21	<5.0	14.92	62.13	13.24	6.97	4,666	60.2	35.93
Grade 9	Female	4,966	529.31	79.94	20.06	7.85	14.16	57.93	13.51	6.54	4,965	64.3	42.27
Grade 9	Male	5,197	515.58	69.21	30.79	<5.0	11.35	53.72	17.55	13.24	5,197	61.1	44.2
Grade 10	Female	4,136	522.15	74.83	25.17	<5.0	9.99	61.9	17.89	7.28	4,132	63	35.32
Grade 10	Male	4,044	516.75	70.2	29.8	<5.0	7.74	61.18	19.96	9.84	4,043	63.3	35.36

Reading 2007
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Reading Average	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL5	Percent at Reading PL4	Percent at Reading PL3	Percent at Reading PL2	Percent at Reading PL1	Reading NCE Number	Reading NCE Average	Percentile Rank
Grade 2	American Indian	23	383.78	73.91	26.09	-	30.43	43.48	26.09	-	23	52	44.6
Grade 2	Asian American	226	423.49	93.81	6.19	-	53.98	39.82	6.19	-	226	66.5	43.47
Grade 2	Hispanic	677	393.13	80.35	19.65	-	27.92	52.44	19.65	-	677	55	39.68
Grade 2	White	4,422	413.77	89.39	10.61	-	47.58	41.81	10.61	-	4,422	64	41.14
Grade 3	African American	2,778	430.04	68.07	31.93	7.13	9.32	51.62	18.32	13.61	2,778	55.7	37.43
Grade 3	American Indian	32	442.84	81.25	18.75	9.38	18.75	53.13	9.38	9.38	32	60.5	37.7
Grade 3	Asian American	246	472.11	>95.0	<5.0	38.62	20.33	38.62	<5.0	<5.0	246	71.1	32.88
Grade 3	Hispanic	599	443.13	83.14	16.86	11.35	11.85	59.93	10.52	6.34	599	59.5	33.29
Grade 3	White	4,219	456.57	88.98	11.02	22.21	19.34	47.43	7.75	<5.0	4,218	66.3	33.76
Grade 4	African American	2,540	454.95	70.35	29.65	6.26	12.13	51.97	21.42	8.23	2,540	61.1	31.29
Grade 4	American Indian	21	475.14	85.71	14.29	19.05	19.05	47.62	14.29	<5.0	21	70.7	27.44
Grade 4	Asian American	260	490.81	>95.0	<5.0	35.38	27.69	33.46	<5.0	<5.0	260	77.4	28.52
Grade 4	Hispanic	631	461.11	78.76	21.24	8.4	17.43	52.93	15.06	6.18	631	63.7	31.29
Grade 4	White	4,235	477.81	89.21	10.79	21.82	24.39	43	8.08	<5.0	4,234	71.7	31.95
Grade 5	African American	2,499	473.98	73.55	26.45	5.36	16.33	51.86	17.93	8.52	2,497	58.3	34.44
Grade 5	American Indian	33	490.52	90.91	9.09	9.09	33.33	48.48	<5.0	6.06	33	67.2	33.73
Grade 5	Asian American	242	513.23	>95.0	<5.0	29.75	35.12	33.06	<5.0	<5.0	242	73.3	34.99
Grade 5	Hispanic	671	480.49	81.97	18.03	5.37	21.46	55.14	13.86	<5.0	671	61.5	31.96
Grade 5	White	4,330	496.86	90.97	9.03	15.1	31.62	44.25	6.63	<5.0	4,327	69.9	32.98
Grade 6	African American	2,735	474.29	68.63	31.37	<5.0	14.37	52.65	22.12	9.25	2,734	52.8	30.04
Grade 6	American Indian	20	492.35	90	10	5	25	60	5	5	20	62.3	27.93
Grade 6	Asian American	231	512.53	93.07	6.93	19.05	42.42	31.6	5.19	<5.0	231	65.6	33.13
Grade 6	Hispanic	662	480.77	77.79	22.21	<5.0	19.49	56.04	16.92	5.29	662	53.9	29.23
Grade 6	White	4,557	494.15	87.29	12.71	6.41	31.95	48.94	9.68	<5.0	4,555	61.5	30.92
Grade 7	African American	3,000	486.56	74.87	25.13	<5.0	11.57	61.23	16.43	8.7	3,000	57.8	34.51
Grade 7	American Indian	30	499.43	86.67	13.33	<5.0	23.33	60	10	<5.0	30	64	33.29
Grade 7	Asian American	267	525.35	>95.0	<5.0	17.6	33.33	45.32	<5.0	<5.0	267	71.2	33.98
Grade 7	Hispanic	670	490.25	79.4	20.6	<5.0	14.63	63.43	14.18	6.42	670	58.3	32.89
Grade 7	White	4,919	509.15	90.32	9.68	7.81	26.45	56.07	7.36	<5.0	4,919	67.4	34.27
Grade 8	African American	3,225	508.56	70.02	29.98	<5.0	6.08	62.85	20.84	9.15	3,225	54.8	32.83
Grade 8	American Indian	27	518.3	81.48	18.52	<5.0	14.81	62.96	7.41	11.11	27	59	39.13
Grade 8	Asian American	261	545.36	>95.0	<5.0	11.88	28.74	54.79	<5.0	<5.0	261	68.4	34.4
Grade 8	Hispanic	729	511.53	72.43	27.57	<5.0	11.11	60.36	18.38	9.19	729	56.2	35.61
Grade 8	White	5,068	534.21	90.07	9.93	5.62	22.87	61.58	7.54	<5.0	5,068	65.3	33.25
Grade 9	African American	3,500	504.79	61.03	38.97	<5.0	6.03	53.11	22.63	16.34	3,500	55.4	41.18
Grade 9	American Indian	28	521.79	71.43	28.57	<5.0	17.86	50	17.86	10.71	28	57.8	41.99
Grade 9	Asian American	300	550.56	89	11	20.33	21	47.67	7.33	<5.0	299	72.3	47
Grade 9	Hispanic	701	508.56	64.62	35.38	<5.0	6.56	55.92	19.97	15.41	701	56.2	41.28
Grade 9	White	5,634	533.37	83.26	16.74	8.2	17.18	57.88	11.08	5.66	5,634	67.5	41.13

Reading 2007
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Reading Average	Percent Meet/Exceed Reading	Percent Below Reading	Percent at Reading	Percent at Reading	Percent at Reading	Percent at Reading	Percent at Reading	Reading NCE Number	Reading NCE Average	Percentile Rank
				Standard 56.03	Standard 43.97	PL 5 <5.0	PL 4 <5.0	PL 3 52.49	PL 2 28.27	PL 1 15.71			
Grade 10	African American	2,572	503.44								2,570	55.9	33.35
Grade 10	American Indian	37	524.11	72.97	27.03	<5.0	13.51	59.46	24.32	<5.0	37	65	32.32
Grade 10	Asian American	226	539.19	84.51	15.49	11.5	17.7	55.31	9.73	5.75	226	68.3	40.54
Grade 10	Hispanic	518	505.79	60.23	39.77	<5.0	<5.0	55.21	25.1	14.67	518	57.2	34.44
Grade 10	White	4,827	528.54	82.1	17.9	<5.0	11.97	67.35	13.65	<5.0	4,824	67.4	32.67
Grade 2	Low-Income	3,374	386.85	73.33	26.67	-	22.97	50.36	26.67	-	3,374	53	42.02
Grade 2	Not Low-Income	4,728	412.95	88.98	11.02	-	46.83	42.15	11.02	-	4,728	63.7	41.67
Grade 3	Low-Income	3,253	432.94	71.66	28.34	7.5	10.48	53.67	16.05	12.3	3,252	56.6	36.8
Grade 3	Not Low-Income	4,621	456.24	88.25	11.75	22.87	18.63	46.74	8.33	<5.0	4,621	66	34.75
Grade 4	Low-Income	3,061	456.85	72.43	27.57	6.21	14.83	51.39	19.86	7.71	3,061	62.3	31.03
Grade 4	Not Low-Income	4,626	477.57	88.93	11.07	22.52	23.19	43.21	8.3	<5.0	4,625	71.3	32.57
Grade 5	Low-Income	3,071	474.35	75.02	24.98	<5.0	17.23	53.63	17.1	7.88	3,068	59.3	33.2
Grade 5	Not Low-Income	4,704	497.86	91.2	8.8	16.39	31.63	43.18	6.53	<5.0	4,702	69.6	33.57
Grade 6	Low-Income	3,162	474.7	70.02	29.98	<5.0	14.96	53.86	21.54	8.44	3,162	53	29.06
Grade 6	Not Low-Income	5,043	494.65	87.03	12.97	7.1	31.89	48.05	9.72	<5.0	5,040	61.3	31.69
Grade 7	Low-Income	3,306	486.46	74.83	25.17	<5.0	12.31	61.1	16.7	8.47	3,306	57.8	33.87
Grade 7	Not Low-Income	5,580	508.91	90.14	9.86	8.17	25.72	56.25	7.35	<5.0	5,580	66.9	34.81
Grade 8	Low-Income	3,482	508.82	70.71	29.29	<5.0	7.04	62.75	19.84	9.45	3,482	55.1	32.86
Grade 8	Not Low-Income	5,828	532.77	88.54	11.46	5.61	21.79	61.14	8.67	<5.0	5,828	64.6	34.34
Grade 9	Low-Income	3,368	504.48	60.07	39.93	<5.0	5.58	52.61	22.86	17.07	3,368	55.3	40.89
Grade 9	Not Low-Income	6,795	531.12	81.59	18.41	7.98	16.26	57.35	11.96	6.45	6,794	66.3	42.5
Grade 10	Low-Income	2,254	503.11	55.63	44.37	<5.0	<5.0	52	28.22	16.15	2,254	56.1	34.03
Grade 10	Not Low-Income	5,926	525.71	78.97	21.03	<5.0	11.1	65.17	15.37	5.65	5,921	65.8	33.95

Reading 2007
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Reading Average	Percent Meet/Exceed Reading Standard	Percent Below Reading Standard	Percent at Reading PL5	Percent at Reading PL4	Percent at Reading PL3	Percent at Reading PL2	Percent at Reading PL1	Reading NCE Number	Reading NCE Average	Percentile Rank
Grade 2	LEP	392	393.26	80.87	19.13	-	27.53	53.32	19.13	-	392	54.8	39.87
Grade 2	Not LEP	7,710	402.53	82.54	17.46	-	37.37	45.18	17.46	-	7,710	59.5	43.9
Grade 3	LEP	255	443.36	82.35	17.65	12.16	11.76	58.43	13.33	<5.0	255	58.6	32.17
Grade 3	Not LEP	7,619	446.73	81.36	18.64	16.67	15.38	49.31	11.46	7.18	7,618	62.3	37.58
Grade 4	LEP	221	452.98	72.4	27.6	<5.0	12.22	57.92	19.91	7.69	221	60.1	29.11
Grade 4	Not LEP	7,466	469.8	82.65	17.35	16.43	20.09	46.13	12.7	<5.0	7,465	67.9	33.54
Grade 5	LEP	118	467.03	70.34	29.66	<5.0	11.86	55.93	21.19	8.47	118	54.5	32.57
Grade 5	Not LEP	7,657	488.91	85.03	14.97	11.7	26.16	47.17	10.54	<5.0	7,652	65.7	35.28
Grade 6	LEP	103	463.76	53.4	46.6	<5.0	6.8	46.6	33.01	13.59	103	45.7	26.27
Grade 6	Not LEP	8,102	487.26	80.82	19.18	<5.0	25.6	50.33	14.03	5.15	8,099	58.3	32.17
Grade 7	LEP	105	470.6	61.9	38.1	<5.0	<5.0	60.95	19.05	19.05	105	50.4	29.76
Grade 7	Not LEP	8,781	500.91	84.72	15.28	5.73	20.97	58.02	10.73	<5.0	8,781	63.7	36.05
Grade 8	LEP	107	482.49	42.99	57.01	<5.0	<5.0	42.99	28.97	28.04	107	45	32.24
Grade 8	Not LEP	9,203	524.3	82.32	17.68	<5.0	16.46	61.96	12.66	5.02	9,203	61.2	35.48
Grade 9	LEP	127	483.71	37.01	62.99	<5.0	<5.0	32.28	25.98	37.01	127	44.6	42.63
Grade 9	Not LEP	10,036	522.78	74.93	25.07	6.01	12.84	56.08	15.44	9.63	10,035	62.9	43.6
Grade 10	LEP	115	480.66	27.83	72.17	<5.0	<5.0	26.96	33.91	38.26	115	47.9	33.29
Grade 10	Not LEP	8,065	520.04	73.18	26.82	<5.0	8.99	62.03	18.7	8.12	8,060	63.4	35.16
Grade 2	Not Title 1	2,702	412.84	90.19	9.81	-	46.19	44	9.81	-	2,702	63.7	39.92
Grade 2	Title 1	5,400	396.69	78.59	21.41	-	32.24	46.35	21.41	-	5,400	57	44.58
Grade 3	Not Title 1	2,578	455.78	88.94	11.06	21.99	18.7	48.25	7.21	<5.0	2,578	66.3	34.26
Grade 3	Title 1	5,296	442.16	77.72	22.28	13.86	13.6	50.26	13.61	8.67	5,295	60.1	38.07
Grade 4	Not Title 1	2,256	479.36	90.03	9.97	23.49	24.07	42.46	7.98	<5.0	2,256	72.2	32.09
Grade 4	Title 1	5,431	465.15	79.18	20.82	12.93	18.12	48.13	14.95	5.87	5,430	65.9	33.24
Grade 5	Not Title 1	3,109	493.06	87.36	12.64	13.96	29.01	44.39	8.46	<5.0	3,106	67.8	35.56
Grade 5	Title 1	4,666	485.59	83.11	16.89	9.97	23.9	49.25	12.19	<5.0	4,664	64	34.89
Grade 6	Not Title 1	5,478	489.63	82.58	17.42	5.59	27.73	49.27	12.78	<5.0	5,477	59.1	32.26
Grade 6	Title 1	2,727	481.61	76.24	23.76	<5.0	20.61	52.33	17.27	6.49	2,725	56.2	31.41
Grade 7	Not Title 1	7,723	500.89	84.35	15.65	6.07	20.82	57.45	10.85	<5.0	7,723	63.7	36.53
Grade 7	Title 1	1,163	498.34	85.12	14.88	<5.0	20.12	62.08	10.66	<5.0	1,163	62.5	33.27
Grade 8	Not Title 1	8,118	524	81.81	18.19	<5.0	16.62	61.16	12.72	5.47	8,118	61.1	36.15
Grade 8	Title 1	1,192	522.57	82.3	17.7	<5.0	13.93	65.69	13.67	<5.0	1,192	60.5	32.66
Grade 9	Not Title 1	9,969	522.5	74.46	25.54	6.06	12.89	55.51	15.43	10.11	9,968	62.8	44.06
Grade 9	Title 1	194	511.35	74.23	25.77	<5.0	<5.0	69.59	23.2	<5.0	194	55.6	25.6
Grade 10	Not Title 1	7,914	519.83	72.69	27.31	<5.0	9.15	61.35	18.65	8.66	7,910	63.4	35.73
Grade 10	Title 1	266	509.31	68.05	31.95	<5.0	<5.0	67.29	26.69	5.26	265	57	23.09

Writing 2007
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Writing Average	Percent Meet/Exceed Writing Standard	Percent Below Writing Standard	Percent at Writing PL-5	Percent at Writing PL-4	Percent at Writing PL-3	Percent at Writing PL-2	Percent at Writing PL-1
Grade 3	Regular Ed	7,592	7.3	71.92	28.08	<5.0	<5.0	66.83	26.53	<5.0
Grade 3	Special Ed	1,153	5.71	34.87	65.13	<5.0	<5.0	33.3	51.17	13.96
Grade 4	Regular Ed	7,330	7.01	57.8	42.2	<5.0	<5.0	52.71	37.24	<5.0
Grade 4	Special Ed	1,299	5.23	20.02	79.98	<5.0	<5.0	19.4	45.88	34.1
Grade 5	Regular Ed	7,400	7.88	67.34	32.66	<5.0	<5.0	61.97	31.61	<5.0
Grade 5	Special Ed	1,245	6.25	26.99	73.01	<5.0	<5.0	26.51	58.47	14.54
Grade 6	Regular Ed	7,673	8.11	74.89	25.11	<5.0	7.92	66.43	23.94	<5.0
Grade 6	Special Ed	1,355	6.36	28.56	71.44	<5.0	<5.0	27.08	55.87	15.57
Grade 7	Regular Ed	8,246	7.87	65.17	34.83	<5.0	6.5	58.11	32.31	<5.0
Grade 7	Special Ed	1,329	5.78	19.34	80.66	<5.0	<5.0	18.96	55.23	25.43
Grade 8	Regular Ed	8,561	8.46	83.59	16.41	<5.0	10.56	72.19	15.21	<5.0
Grade 8	Special Ed	1,329	6.92	42.74	57.26	<5.0	<5.0	41.69	48.16	9.1
Grade 9	Regular Ed	9,103	8.53	80.81	19.19	<5.0	14.86	64.23	17.23	<5.0
Grade 9	Special Ed	1,485	6.66	34.01	65.99	<5.0	<5.0	31.85	53.67	12.32
Grade 10	Regular Ed	7,469	8.21	71.08	28.92	<5.0	12.18	57.89	27.53	<5.0
Grade 10	Special Ed	916	6.13	20.85	79.15	<5.0	<5.0	19.21	61.46	17.69
Grade 3	Female	4,190	7.44	74.53	25.47	<5.0	6.04	67.9	23.82	<5.0
Grade 3	Male	4,555	6.77	60.13	39.87	<5.0	<5.0	57.37	35.26	<5.0
Grade 4	Female	4,188	7.15	61.87	38.13	<5.0	5.92	55.42	32.86	5.28
Grade 4	Male	4,441	6.36	42.92	57.08	<5.0	<5.0	40.42	43.91	13.17
Grade 5	Female	4,313	7.96	69.81	30.19	<5.0	6.05	63.16	28.66	<5.0
Grade 5	Male	4,332	7.32	53.28	46.72	<5.0	<5.0	50.6	42.27	<5.0
Grade 6	Female	4,375	8.21	77.37	22.63	<5.0	9.37	67.36	21.21	<5.0
Grade 6	Male	4,653	7.51	59.06	40.94	<5.0	<5.0	54.09	35.8	5.14
Grade 7	Female	4,689	8.02	69.72	30.28	<5.0	8.17	60.8	27.81	<5.0
Grade 7	Male	4,886	7.16	48.34	51.66	<5.0	<5.0	44.88	42.86	8.8
Grade 8	Female	4,845	8.57	86.07	13.93	<5.0	12.2	72.8	12.84	<5.0
Grade 8	Male	5,045	7.95	70.45	29.55	<5.0	6.46	63.57	26.16	<5.0
Grade 9	Female	5,134	8.64	82.55	17.45	<5.0	16.97	63.54	15.56	<5.0
Grade 9	Male	5,454	7.92	66.43	33.57	<5.0	9.42	56.07	28.71	<5.0
Grade 10	Female	4,221	8.27	72.8	27.2	<5.0	13.86	57.64	25.54	<5.0
Grade 10	Male	4,164	7.68	58.29	41.71	<5.0	8.14	49.64	37.01	<5.0

Writing 2007
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Writing Average	Percent Meet/Exceed Writing Standard	Percent Below Writing Standard	Percent at Writing PL 5	Percent at Writing PL 4	Percent at Writing PL 3	Percent at Writing PL 2	Percent at Writing PL 1
Grade 3	American Indian	35	7	68.57	31.43	<5.0	5.71	62.86	25.71	5.71
Grade 3	Asian American	254	8.16	89.37	10.63	<5.0	12.2	75.2	10.24	<5.0
Grade 3	Hispanic	707	7.01	66.2	33.8	<5.0	<5.0	61.81	30.55	<5.0
Grade 3	White	4,576	7.35	73.06	26.94	<5.0	5.14	67.48	24.85	<5.0
Grade 4	African American	2,957	6.34	43.15	56.85	<5.0	<5.0	41.26	43.76	13.09
Grade 4	American Indian	21	6.48	38.1	61.9	<5.0	<5.0	33.33	57.14	<5.0
Grade 4	Asian American	264	7.73	75.38	24.62	<5.0	10.98	63.64	21.21	<5.0
Grade 4	Hispanic	736	6.52	46.33	53.67	<5.0	<5.0	41.85	41.98	11.68
Grade 4	White	4,651	6.98	57.47	42.53	<5.0	5.07	51.88	35.58	6.94
Grade 5	African American	2,855	7.24	49.84	50.16	<5.0	<5.0	47.6	45.6	<5.0
Grade 5	American Indian	35	7.4	62.86	37.14	<5.0	<5.0	62.86	34.29	<5.0
Grade 5	Asian American	248	8.5	82.26	17.74	<5.0	17.74	63.71	16.13	<5.0
Grade 5	Hispanic	758	7.47	56.07	43.93	<5.0	<5.0	54.22	41.16	<5.0
Grade 5	White	4,749	7.87	68.33	31.67	<5.0	5.33	62.46	29.5	<5.0
Grade 6	African American	3,116	7.49	58.54	41.46	<5.0	<5.0	54.81	37.03	<5.0
Grade 6	American Indian	25	7.56	60	40	<5.0	<5.0	56	32	8
Grade 6	Asian American	240	8.69	85.83	14.17	<5.0	20.83	62.5	12.92	<5.0
Grade 6	Hispanic	741	7.73	67.34	32.66	<5.0	<5.0	63.7	27.8	<5.0
Grade 6	White	4,906	8.06	73.16	26.84	<5.0	8.89	63.6	24.36	<5.0
Grade 7	African American	3,290	7.12	47.39	52.61	<5.0	<5.0	44.56	44.26	8.36
Grade 7	American Indian	30	7.53	56.67	43.33	<5.0	6.67	50	36.67	6.67
Grade 7	Asian American	274	8.63	81.02	18.98	<5.0	17.15	60.22	17.52	<5.0
Grade 7	Hispanic	758	7.36	53.3	46.7	<5.0	<5.0	49.87	40.77	5.94
Grade 7	White	5,223	7.84	65.65	34.35	<5.0	7.24	57.82	30.14	<5.0
Grade 8	African American	3,484	7.94	71.5	28.5	<5.0	<5.0	66.7	25.4	<5.0
Grade 8	American Indian	29	8.52	82.76	17.24	<5.0	10.34	68.97	17.24	<5.0
Grade 8	Asian American	264	8.94	90.53	9.47	<5.0	23.48	64.77	8.33	<5.0
Grade 8	Hispanic	797	7.93	69.89	30.11	<5.0	5.27	64.37	26.35	<5.0
Grade 8	White	5,316	8.47	83.01	16.99	<5.0	12.23	69.71	15.43	<5.0
Grade 9	African American	3,720	7.79	63.39	36.61	<5.0	8.44	54.57	30.75	5.86
Grade 9	American Indian	28	8.64	82.14	17.86	<5.0	14.29	67.86	17.86	<5.0
Grade 9	Asian American	301	9.24	88.7	11.3	11.96	22.59	54.15	10.63	<5.0
Grade 9	Hispanic	733	7.95	68.76	31.24	<5.0	9	58.94	25.65	5.59
Grade 9	White	5,806	8.56	81.11	18.89	<5.0	16.07	63.31	17.15	<5.0
Grade 10	African American	2,663	7.54	55.69	44.31	<5.0	6.98	48.63	38.83	5.48
Grade 10	American Indian	37	8.14	64.86	35.14	<5.0	13.51	48.65	32.43	<5.0
Grade 10	Asian American	227	8.92	85.02	14.98	5.29	25.99	53.74	14.1	<5.0
Grade 10	Hispanic	755	7.75	55.5	44.5	<5.0	5.3	47.3	23.5	5.5

Writing 2007

Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Writing Average	Percent Meet/Exceed Writing Standard	Percent Below Writing Standard	Percent at Writing PL 5	Percent at Writing PL 4	Percent at Writing PL 3	Percent at Writing PL 2	Percent at Writing PL 1
Grade 3	Low-Income	3,826	6.6	56.23	43.77	<5.0	<5.0	54.07	38.76	5.01
Grade 3	Not Low-Income	4,909	7.47	75.47	24.53	<5.0	5.95	68.93	22.75	<5.0
Grade 4	Low-Income	3,688	6.27	41.11	58.89	<5.0	<5.0	39.13	44.85	14.05
Grade 4	Not Low-Income	4,941	7.1	60.33	39.67	<5.0	5.65	54.1	33.84	5.83
Grade 5	Low-Income	3,626	7.2	49.28	50.72	<5.0	<5.0	47.85	46.06	<5.0
Grade 5	Not Low-Income	5,019	7.96	70.37	29.63	<5.0	6.4	63.38	27.83	<5.0
Grade 6	Low-Income	3,666	7.43	56.74	43.26	<5.0	<5.0	54.06	38.35	<5.0
Grade 6	Not Low-Income	5,362	8.13	75.59	24.41	<5.0	9.9	64.94	22.16	<5.0
Grade 7	Low-Income	3,717	7.02	45.12	54.88	<5.0	<5.0	42.78	45.71	9.17
Grade 7	Not Low-Income	5,858	7.93	67.5	32.5	<5.0	7.78	58.96	29	<5.0
Grade 8	Low-Income	3,846	7.85	68.95	31.05	<5.0	<5.0	64.98	27.48	<5.0
Grade 8	Not Low-Income	6,044	8.51	83.92	16.08	<5.0	12.76	70.07	14.64	<5.0
Grade 9	Low-Income	3,617	7.72	62.01	37.99	<5.0	7.35	54.38	32.07	5.92
Grade 9	Not Low-Income	6,971	8.55	80.59	19.41	<5.0	16.05	62.44	17.29	<5.0
Grade 10	Low-Income	2,361	7.4	51.88	48.12	<5.0	5.38	46.25	42.27	5.84
Grade 10	Not Low-Income	6,024	8.21	70.97	29.03	<5.0	13.23	56.57	26.91	<5.0
Grade 3	LEP	304	7.03	68.42	31.58	<5.0	<5.0	64.14	27.63	<5.0
Grade 3	Not LEP	8,441	7.09	66.98	33.02	<5.0	<5.0	62.35	29.85	<5.0
Grade 4	LEP	279	6.13	37.28	62.72	<5.0	<5.0	35.13	45.88	16.85
Grade 4	Not LEP	8,350	6.76	52.61	47.39	<5.0	<5.0	48.12	38.3	9.09
Grade 5	LEP	157	7.04	43.95	56.05	<5.0	<5.0	42.68	49.04	7.01
Grade 5	Not LEP	8,488	7.65	61.85	38.15	<5.0	<5.0	57.13	35.23	<5.0
Grade 6	LEP	128	7.3	53.91	46.09	<5.0	<5.0	51.56	38.28	7.81
Grade 6	Not LEP	8,900	7.86	68.13	31.87	<5.0	7.02	60.65	28.6	<5.0
Grade 7	LEP	137	6.72	38.69	61.31	<5.0	<5.0	37.23	51.82	9.49
Grade 7	Not LEP	9,438	7.59	59.1	40.9	<5.0	5.71	52.9	35.25	5.65
Grade 8	LEP	135	7.03	45.93	54.07	<5.0	<5.0	45.19	45.93	8.15
Grade 8	Not LEP	9,755	8.27	78.54	21.46	<5.0	9.39	68.41	19.27	<5.0
Grade 9	LEP	129	7.24	49.61	50.39	<5.0	6.2	42.64	40.31	10.08
Grade 9	Not LEP	10,459	8.28	74.55	25.45	<5.0	13.17	59.9	22.11	<5.0
Grade 10	LEP	115	6.78	33.04	66.96	<5.0	<5.0	30.43	59.13	7.83
Grade 10	Not LEP	8,270	8	66.05	33.95	<5.0	11.14	53.99	30.85	<5.0

Writing 2007
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Writing Average	Percent Meet/Exceed Writing Standard	Percent Below Writing Standard	Percent at Writing PL 5	Percent at Writing PL 4	Percent at Writing PL 3	Percent at Writing PL 2	Percent at Writing PL 1
Grade 3	Not Title 1	2,793	7.43	75.98	24.02	<5.0	5.37	70.07	20.91	<5.0
Grade 3	Title 1	5,952	6.93	62.84	37.16	<5.0	<5.0	58.82	33.94	<5.0
Grade 4	Not Title 1	2,486	7.15	62.83	37.17	<5.0	6.68	55.47	30.17	7
Grade 4	Title 1	6,143	6.58	47.78	52.22	<5.0	<5.0	44.55	41.93	10.29
Grade 5	Not Title 1	3,435	7.71	63.14	36.86	<5.0	5.3	57.38	33.89	<5.0
Grade 5	Title 1	5,210	7.6	60.46	39.54	<5.0	<5.0	56.53	36.53	<5.0
Grade 6	Not Title 1	6,078	7.89	68.95	31.05	<5.0	7.77	60.68	27.66	<5.0
Grade 6	Title 1	2,950	7.77	65.83	34.17	<5.0	5.29	60.2	30.95	<5.0
Grade 7	Not Title 1	8,315	7.6	59.13	40.87	<5.0	6.03	52.58	35.14	5.72
Grade 7	Title 1	1,260	7.46	56.67	43.33	<5.0	<5.0	53.33	37.78	5.56
Grade 8	Not Title 1	8,628	8.27	78.31	21.69	<5.0	9.36	68.15	19.41	<5.0
Grade 8	Title 1	1,262	8.17	76.62	23.38	<5.0	8.64	67.67	21.16	<5.0
Grade 9	Not Title 1	10,390	8.27	74.07	25.93	<5.0	13.21	59.36	22.48	<5.0
Grade 9	Title 1	198	8.35	83.33	16.67	<5.0	6.06	77.27	14.65	<5.0
Grade 10	Not Title 1	8,117	7.98	65.58	34.42	<5.0	11.21	53.43	31.17	<5.0
Grade 10	Title 1	268	7.96	66.04	33.96	<5.0	5.22	60.82	33.21	<5.0

Math 2007
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Math Average	Percent Meet/Exceed Math Standard	Percent Below Math Standard	Percent at Math PL 5	Percent at Math PL 4	Percent at Math PL 3	Percent at Math PL 2	Percent at Math PL 1	Math NCE Number	Math NCE Average	Percentile Rank
Grade 2	Regular Ed	7,843	406.48	89.21	10.79	-	51.54	37.68	10.79	-	7,783	58.5	45.27
Grade 2	Special Ed	984	359.37	56.1	43.9	-	16.36	39.74	43.9	-	980	37.9	44.35
Grade 3	Regular Ed	7,621	445.96	81.76	18.24	11.68	25.5	44.59	12.18	6.06	7,594	64.3	44.36
Grade 3	Special Ed	1,163	406.64	49.1	50.9	<5.0	9.03	38.01	22.01	28.89	1,157	43.8	42.68
Grade 4	Regular Ed	7,356	467.39	82.18	17.82	14.82	26.7	40.66	12.45	5.37	7,344	66.8	37.59
Grade 4	Special Ed	1,308	424.8	40.6	59.4	<5.0	8.79	29.97	23.7	35.7	1,300	48.8	38.15
Grade 5	Regular Ed	7,418	484.8	82.64	17.36	11.71	17.24	53.68	10.46	6.9	7,403	65.9	36.55
Grade 5	Special Ed	1,250	444.64	39.68	60.32	<5.0	<5.0	34.48	21.6	38.72	1,223	47.6	33.66
Grade 6	Regular Ed	7,688	497.37	80.54	19.46	13.19	13.81	53.54	10.21	9.25	7,670	60.5	37.79
Grade 6	Special Ed	1,360	456.14	35.96	64.04	<5.0	<5.0	31.84	17.28	46.76	1,288	43.1	32.56
Grade 7	Regular Ed	8,272	498.6	72.82	27.18	14.66	12.54	45.62	10.96	16.21	8,241	61.3	42.2
Grade 7	Special Ed	1,342	448.5	22.06	77.94	<5.0	<5.0	20.04	12.52	65.42	1,250	38.3	31.17
Grade 8	Regular Ed	8,604	510.05	67.42	32.58	18.28	14.56	34.58	14.96	17.62	8,549	62.6	44.79
Grade 8	Special Ed	1,345	463.55	21.71	78.29	<5.0	<5.0	17.77	18.36	59.93	1,319	42.2	33.16
Grade 9	Regular Ed	9,159	523.6	57.4	42.6	11.88	8.35	37.17	27.93	14.67	9,132	67.5	38.11
Grade 9	Special Ed	1,513	475.83	11.7	88.3	<5.0	<5.0	10.24	21.48	66.82	1,363	48.2	30.45
Grade 10	Regular Ed	7,487	539.87	61.85	38.15	16.74	11.54	33.58	17.76	20.38	7,448	64	39.32
Grade 10	Special Ed	928	499.11	16.27	83.73	<5.0	<5.0	13.79	13.69	70.04	916	45.6	24.86
Grade 2	Female	4,265	400.63	86.07	13.93	-	46.59	39.48	13.93	-	4,222	55.6	46.54
Grade 2	Male	4,562	401.79	85.01	14.99	-	48.58	36.43	14.99	-	4,541	56.9	48.47
Grade 3	Female	4,203	438.7	76.18	23.82	9.26	23.03	43.9	13.99	9.83	4,189	60.4	45.61
Grade 3	Male	4,581	442.63	78.59	21.41	11.46	23.58	43.55	13.01	8.4	4,562	62.7	46.48
Grade 4	Female	4,208	460.27	75.76	24.24	11.86	24.43	39.47	14.5	9.74	4,195	63.9	39.54
Grade 4	Male	4,456	461.61	76.03	23.97	13.8	23.59	38.64	13.82	10.14	4,449	64.3	41.65
Grade 5	Female	4,322	479	77.16	22.84	9.81	14.9	52.45	12.19	10.64	4,308	62.9	37.96
Grade 5	Male	4,346	479.01	75.72	24.28	10.54	15.81	49.38	11.94	12.33	4,318	63.7	39.64
Grade 6	Female	4,389	490.81	73.62	26.38	11.1	12.24	50.28	11.51	14.88	4,348	57.6	39.27
Grade 6	Male	4,659	491.52	74.05	25.95	11.72	12.06	50.27	11.05	14.9	4,610	58.4	40.43
Grade 7	Female	4,705	491.73	66.72	33.28	11.58	10.97	44.17	11.82	21.47	4,651	58	42.61
Grade 7	Male	4,909	491.48	64.8	35.2	13.71	11.06	40.03	10.57	24.63	4,840	58.6	46.02
Grade 8	Female	4,860	502.44	60.1	39.9	14.71	12.61	32.78	16.65	23.25	4,822	59.1	44.89
Grade 8	Male	5,089	505.03	62.33	37.67	17.23	13.24	31.85	14.25	23.42	5,046	60.6	47.42
Grade 9	Female	5,155	517.99	51.93	48.07	10.4	7.45	34.08	27.82	20.25	5,086	65	39.5
Grade 9	Male	5,517	515.74	49.97	50.03	10.13	7.18	32.66	26.26	23.76	5,409	65	41.73
Grade 10	Female	4,227	533.24	55.41	44.59	12.78	9.96	32.67	18.57	26.02	4,199	61	38
Grade 10	Male	4,188	537.53	58.26	41.74	17.19	10.96	30.11	16.05	25.69	4,165	63	41.98

Math 2007
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Math Average	Percent Meet/Exceed Math	Percent Below Math	Percent at Math PL 5	Percent at Math PL 4	Percent at Math PL 3	Percent at Math PL 2	Percent at Math PL 1	Math NCE Number	Math NCE Average	Percentile Rank
				Standard 74.15	Standard 25.85	-	27.13	47.02	25.85	-	3,030	46.6	
Grade 2	African American	3,041	378.65	74.15	25.85	-	27.13	47.02	25.85	-	3,030	46.6	42.4
Grade 2	American Indian	26	382.23	80.77	19.23	-	42.31	38.46	19.23	-	26	50.1	50.84
Grade 2	Asian American	235	433.07	>95.0	<5.0	-	74.47	21.7	<5.0	-	235	67.5	47.51
Grade 2	Hispanic	769	394.96	84.79	15.21	-	39.92	44.86	15.21	-	726	52.6	45.45
Grade 2	White	4,756	415.2	92.41	7.59	-	60.66	31.75	7.59	-	4,746	62.4	44.81
Grade 3	African American	3,182	418.47	61.6	38.4	<5.0	12.1	46.51	21.97	16.44	3,178	52.8	40.17
Grade 3	American Indian	35	440.49	74.29	25.71	11.43	22.86	40	11.43	14.29	35	60.7	51.19
Grade 3	Asian American	257	480.44	94.94	5.06	35.02	35.41	24.51	<5.0	<5.0	257	75.6	45.23
Grade 3	Hispanic	723	432.77	74.83	25.17	5.39	19.36	50.07	15.63	9.54	699	57.9	40.06
Grade 3	White	4,587	455.24	87.88	12.12	14.96	31.04	41.88	7.85	<5.0	4,582	67.5	43.74
Grade 4	African American	2,967	442.22	61.11	38.89	<5.0	14.83	42.53	21.23	17.66	2,963	56.9	35.92
Grade 4	American Indian	21	460.19	85.71	14.29	<5.0	23.81	57.14	9.52	<5.0	21	58.7	30.53
Grade 4	Asian American	268	493.91	94.4	5.6	36.94	33.58	23.88	<5.0	<5.0	268	77	40.53
Grade 4	Hispanic	750	451.49	69.2	30.8	7.33	19.47	42.4	18	12.8	739	60.1	37.64
Grade 4	White	4,658	472.52	85.29	14.71	18.21	30.01	37.08	9.64	5.07	4,653	68.6	38.6
Grade 5	African American	2,859	461.24	61.8	38.2	<5.0	7.49	51.63	18.99	19.2	2,842	56	33.46
Grade 5	American Indian	35	479.4	80	20	11.43	14.29	54.29	<5.0	17.14	35	65.5	39.99
Grade 5	Asian American	249	516.01	>95.0	<5.0	36.55	21.29	38.55	<5.0	<5.0	249	77.9	42.69
Grade 5	Hispanic	770	472.24	72.34	27.66	5.19	10.91	56.23	16.1	11.56	756	60.6	33.12
Grade 5	White	4,755	488.84	84.84	15.16	14.09	20.5	50.24	7.89	7.28	4,744	67.3	37.71
Grade 6	African American	3,119	472.84	57.36	42.64	<5.0	6.22	48.06	17.09	25.55	3,090	50.7	33.1
Grade 6	American Indian	25	493.12	68	32	12	20	36	20	12	24	55.8	42.56
Grade 6	Asian American	241	534.02	94.19	5.81	44.4	18.67	31.12	<5.0	<5.0	241	74.7	46.8
Grade 6	Hispanic	749	484.37	70.89	29.11	5.47	10.01	55.41	13.35	15.75	730	54.7	33.96
Grade 6	White	4,914	501.74	83.78	16.22	16	15.87	51.91	7.69	8.53	4,873	62.3	38.97
Grade 7	African American	3,299	471.23	47.56	52.44	<5.0	5.09	38.77	14.85	37.59	3,258	49.9	35.6
Grade 7	American Indian	31	498.39	70.97	29.03	12.9	12.9	45.16	12.9	16.13	30	62.7	40.77
Grade 7	Asian American	276	535.4	93.48	6.52	42.03	20.29	31.16	<5.0	<5.0	275	75.2	47.8
Grade 7	Hispanic	770	481.29	58.57	41.43	6.49	8.44	43.64	12.99	28.44	732	53.9	38.96
Grade 7	White	5,238	503.6	76.75	23.25	17.68	14.62	44.44	9.01	14.24	5,196	63.3	44.07
Grade 8	African American	3,500	481.8	40.86	59.14	<5.0	6.91	29.17	19.8	39.34	3,485	50.5	36.87
Grade 8	American Indian	29	492.97	48.28	51.72	10.34	13.79	24.14	10.34	41.38	29	55	48.69
Grade 8	Asian American	264	550.1	87.5	12.5	49.24	15.15	23.11	7.95	<5.0	264	77.7	56.67
Grade 8	Hispanic	816	490.22	47.92	52.08	9.07	10.05	28.8	17.77	34.31	757	54.9	41.24
Grade 8	White	5,340	517.99	75.41	24.59	22.81	17.21	35.39	12.58	12	5,333	65.9	44.78
Grade 9	African American	3,752	497.51	30.73	69.27	<5.0	<5.0	25.35	32.73	36.54	3,647	57	33.82
Grade 9	American Indian	28	515.79	50	50	<5.0	17.86	32.14	28.57	21.43	28	64.8	32.76
Grade 9	Asian American	307	558.94	83.06	16.94	44.3	9.45	29.32	9.77	7.17	305	80	47.88
Grade 9	Hispanic	748	506.67	38.9	61.1	5.75	<5.0	28.21	33.69	27.41	725	60.9	37.2
Grade 9	White	5,837	528.33	63.75	36.25	14.13	10.24	39.37	23.39	12.87	5,790	69.7	38.86

Math 2007
Statewide By Test Year, Grade, Student Group

Test Grade	Education Type	Number of Students	Math Average	Percent Meet/Exceed Math Standard	Percent Below Math Standard	Percent at Math PL5	Percent at Math PL4	Percent at Math PL3	Percent at Math PL2	Percent at Math PL1	Math NCE Number	Math NCE Average	Percentile Rank
Grade 10	American Indian	37	534.24	59.46	40.54	8.11	21.62	29.73	13.51	27.03	37	63.5	35.92
Grade 10	Asian American	228	577.87	85.53	14.47	47.37	15.35	22.81	7.02	7.46	228	76.6	52.73
Grade 10	Hispanic	550	522.79	43.45	56.55	7.64	6.91	28.91	22	34.55	518	56.7	33.24
Grade 10	White	4,919	545.32	68.41	31.59	20.29	13.56	34.56	15.31	16.28	4,913	66.4	39.99
Grade 2	Low-Income	3,851	384.68	77.98	22.02	-	32.2	45.78	22.02	-	3,802	49	43.9
Grade 2	Not Low-Income	4,976	414.03	91.36	8.64	-	59.55	31.81	8.64	-	4,961	61.8	46.29
Grade 3	Low-Income	3,859	423.48	66	34	<5.0	15.29	46.75	19.25	14.74	3,833	54.9	41.58
Grade 3	Not Low-Income	4,925	454.28	86.4	13.6	15.45	29.6	41.34	8.95	<5.0	4,918	66.9	44.95
Grade 4	Low-Income	3,714	446.24	64	36	5.14	17.69	41.17	19.74	16.26	3,698	58.3	37.58
Grade 4	Not Low-Income	4,950	472	84.83	15.17	18.65	28.73	37.45	9.96	5.21	4,946	68.5	39.34
Grade 5	Low-Income	3,643	464.58	65.08	34.92	<5.0	8.59	52.9	17.35	17.57	3,613	57.4	34.01
Grade 5	Not Low-Income	5,025	489.47	84.68	15.32	14.95	20.26	49.47	8.24	7.08	5,013	67.6	38.71
Grade 6	Low-Income	3,679	475.87	61.1	38.9	<5.0	6.85	50.07	15.17	23.73	3,625	51.6	33.98
Grade 6	Not Low-Income	5,369	501.66	82.57	17.43	16.37	15.78	50.42	8.6	8.83	5,333	62.3	40.23
Grade 7	Low-Income	3,747	473.77	50.68	49.32	<5.0	6.46	39.9	14.04	35.28	3,660	50.7	36.8
Grade 7	Not Low-Income	5,867	502.99	75.35	24.65	18	13.93	43.43	9.36	15.29	5,831	63.1	45.05
Grade 8	Low-Income	3,884	485.04	44.64	55.36	5.92	8.37	30.36	19.03	36.33	3,819	52.3	38.07
Grade 8	Not Low-Income	6,065	515.75	71.87	28.13	22.46	15.86	33.55	13.11	15.02	6,049	64.7	46.99
Grade 9	Low-Income	3,659	499.57	32.55	67.45	<5.0	<5.0	25.69	32	35.45	3,553	57.9	34.96
Grade 9	Not Low-Income	7,013	525.83	60.5	39.5	13.89	9.27	37.34	24.41	15.09	6,942	68.6	40.56
Grade 10	Low-Income	2,384	518.45	38.42	61.58	<5.0	5.33	28.27	21.64	39.93	2,349	54.8	31.05
Grade 10	Not Low-Income	6,031	542.06	64.1	35.9	18.99	12.49	32.63	15.6	20.3	6,015	64.8	41.27

Math 2007
Statewide By Test Year, Grade, Student Group

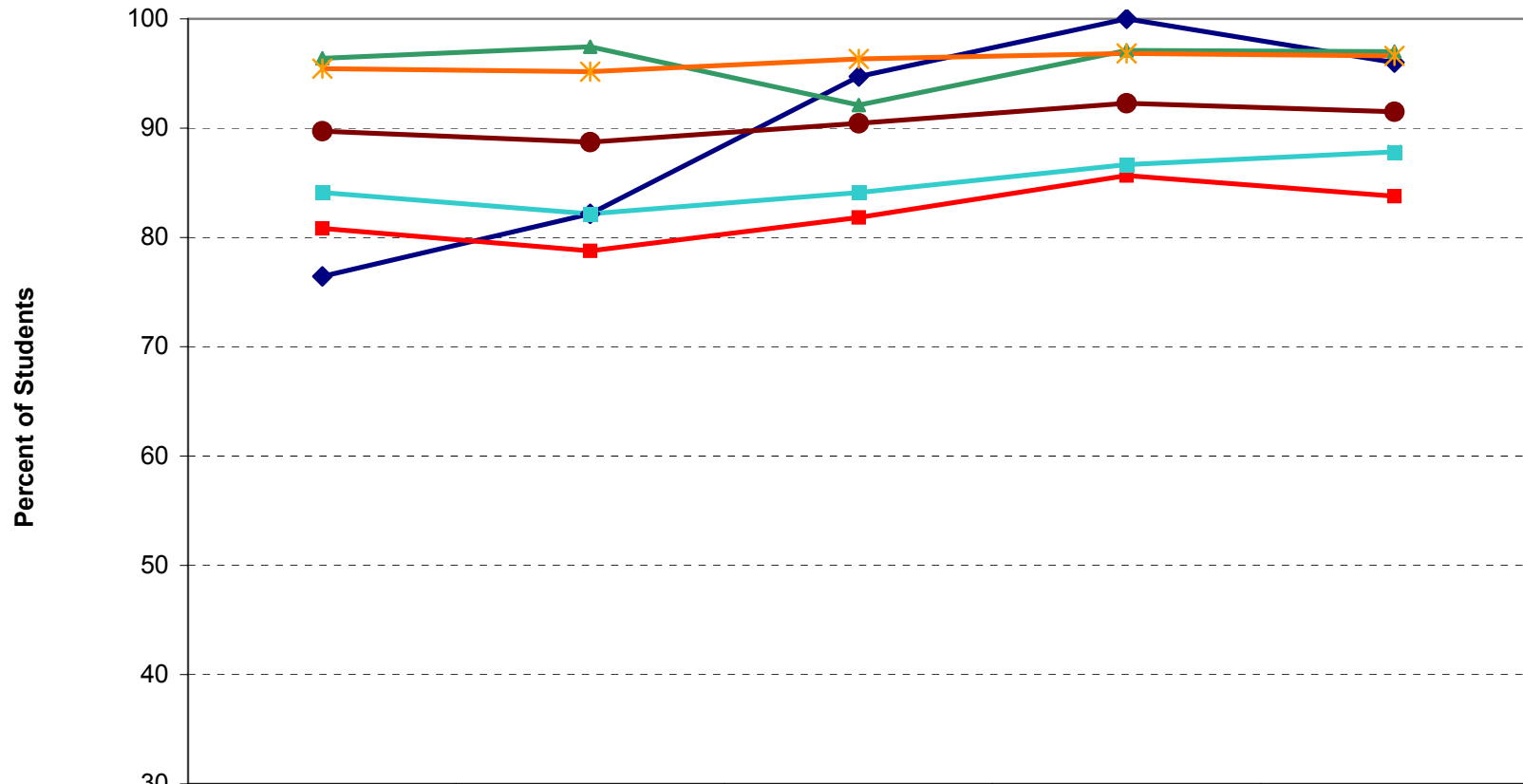
Test Grade	Education Type	Number of Students	Math Average	Percent Meet/Exceed Math	Percent Below Math	Percent at Math PL 5	Percent at Math PL 4	Percent at Math PL 3	Percent at Math PL 2	Percent at Math PL 1	Math NCE Number	Math NCE Average	Percentile Rank
Grade 2	LEP	448	396.51	Standard 85.27	Standard 14.73	-	39.96	45.31	14.73	-	412	52.2	47.03
Grade 2	Not LEP	8,379	401.48	85.54	14.46	-	48.02	37.51	14.46	-	8,351	56.4	47.55
Grade 3	LEP	315	432.46	73.97	26.03	6.35	20.63	46.98	13.33	12.7	297	58.5	42.6
Grade 3	Not LEP	8,469	441.06	77.57	22.43	10.56	23.41	43.59	13.48	8.95	8,454	61.7	46.21
Grade 4	LEP	289	442.85	60.9	39.1	<5.0	16.26	41.18	22.15	16.96	279	56.3	36
Grade 4	Not LEP	8,375	461.58	76.42	23.58	13.18	24.26	38.97	13.87	9.71	8,365	64.4	40.65
Grade 5	LEP	162	462.17	59.88	40.12	<5.0	<5.0	51.85	19.14	20.99	155	56	33.08
Grade 5	Not LEP	8,506	479.33	76.76	23.24	10.31	15.55	50.89	11.93	11.31	8,471	63.4	38.83
Grade 6	LEP	128	470.66	58.59	41.41	<5.0	<5.0	51.56	13.28	28.13	121	49.9	31.84
Grade 6	Not LEP	8,920	491.47	74.06	25.94	11.54	12.26	50.26	11.24	14.7	8,837	58.1	39.9
Grade 7	LEP	137	464.85	38.69	61.31	<5.0	6.57	30.66	16.06	45.26	107	47	34.9
Grade 7	Not LEP	9,477	491.99	66.13	33.87	12.83	11.08	42.22	11.11	22.76	9,384	58.4	44.39
Grade 8	LEP	140	468.2	22.14	77.86	<5.0	<5.0	17.86	20	57.86	101	45.8	36.56
Grade 8	Not LEP	9,809	504.27	61.8	38.2	16.19	13.1	32.51	15.35	22.85	9,767	60	46.15
Grade 9	LEP	131	499.17	30.53	69.47	7.63	<5.0	21.37	28.24	41.22	121	59.7	42.1
Grade 9	Not LEP	10,541	517.04	51.17	48.83	10.29	7.38	33.5	27	21.83	10,374	65	40.63
Grade 10	LEP	116	519.46	37.93	62.07	5.17	5.17	27.59	27.59	34.48	94	56.8	32.17
Grade 10	Not LEP	8,299	535.59	57.09	42.91	15.11	10.53	31.45	17.17	25.74	8,270	62	40.14
Grade 2	Not Title 1	2,895	412.4	91.57	8.43	-	58.83	32.75	8.43	-	2,888	61.3	46.02
Grade 2	Title 1	5,932	395.77	82.57	17.43	-	42.14	40.42	17.43	-	5,875	53.8	47.32
Grade 3	Not Title 1	2,795	452.88	85.44	14.56	15.03	29.59	40.82	9.16	5.4	2,791	66.5	45.46
Grade 3	Title 1	5,989	435.09	73.7	26.3	8.25	20.39	45.07	15.5	10.8	5,960	59.3	45.31
Grade 4	Not Title 1	2,495	471.4	84.77	15.23	17.68	29.46	37.64	8.78	6.45	2,493	68.4	40.29
Grade 4	Title 1	6,169	456.73	72.31	27.69	10.91	21.79	39.62	16.32	11.36	6,151	62.4	40.02
Grade 5	Not Title 1	3,438	483.91	80.13	19.87	12.36	17.48	50.29	10.06	9.8	3,415	65.4	39.38
Grade 5	Title 1	5,230	475.78	74.02	25.98	8.74	13.96	51.32	13.38	12.6	5,211	61.9	38.09
Grade 6	Not Title 1	6,093	493.78	75.97	24.03	12.83	13.1	50.04	10.21	13.82	6,036	59	40.39
Grade 6	Title 1	2,955	485.8	69.44	30.56	8.49	10.19	50.76	13.47	17.09	2,922	56	38.24
Grade 7	Not Title 1	8,353	492.05	66	34	13.14	11.34	41.52	10.81	23.19	8,230	58.5	45.01
Grade 7	Title 1	1,261	488.63	64	36	9.52	8.88	45.6	13.64	22.36	1,261	57.2	39.88
Grade 8	Not Title 1	8,683	504.22	61.25	38.75	16.43	12.89	31.92	15.37	23.38	8,604	60	46.74
Grade 8	Title 1	1,266	500.6	61.22	38.78	13.03	13.27	34.91	15.72	23.06	1,264	59.2	42.38
Grade 9	Not Title 1	10,474	517.11	51.39	48.61	10.45	7.42	33.52	26.48	22.13	10,298	65.1	40.93
Grade 9	Title 1	198	501.78	25.76	74.24	<5.0	<5.0	24.24	55.56	18.69	197	57.7	20.14
Grade 10	Not Title 1	8,147	535.95	57.51	42.49	15.44	10.68	31.39	16.69	25.8	8,097	62.2	40.44
Grade 10	Title 1	268	517.75	36.19	63.81	<5.0	<5.0	31.72	36.19	27.61	267	54.6	20.22

DELAWARE STUDENT TESTING PROGRAM

STATE SUMMARY

THE MOST RECENT TREND DATA IN STUDENT ACHIEVEMENT IN SCIENCE AND SOCIAL STUDIES

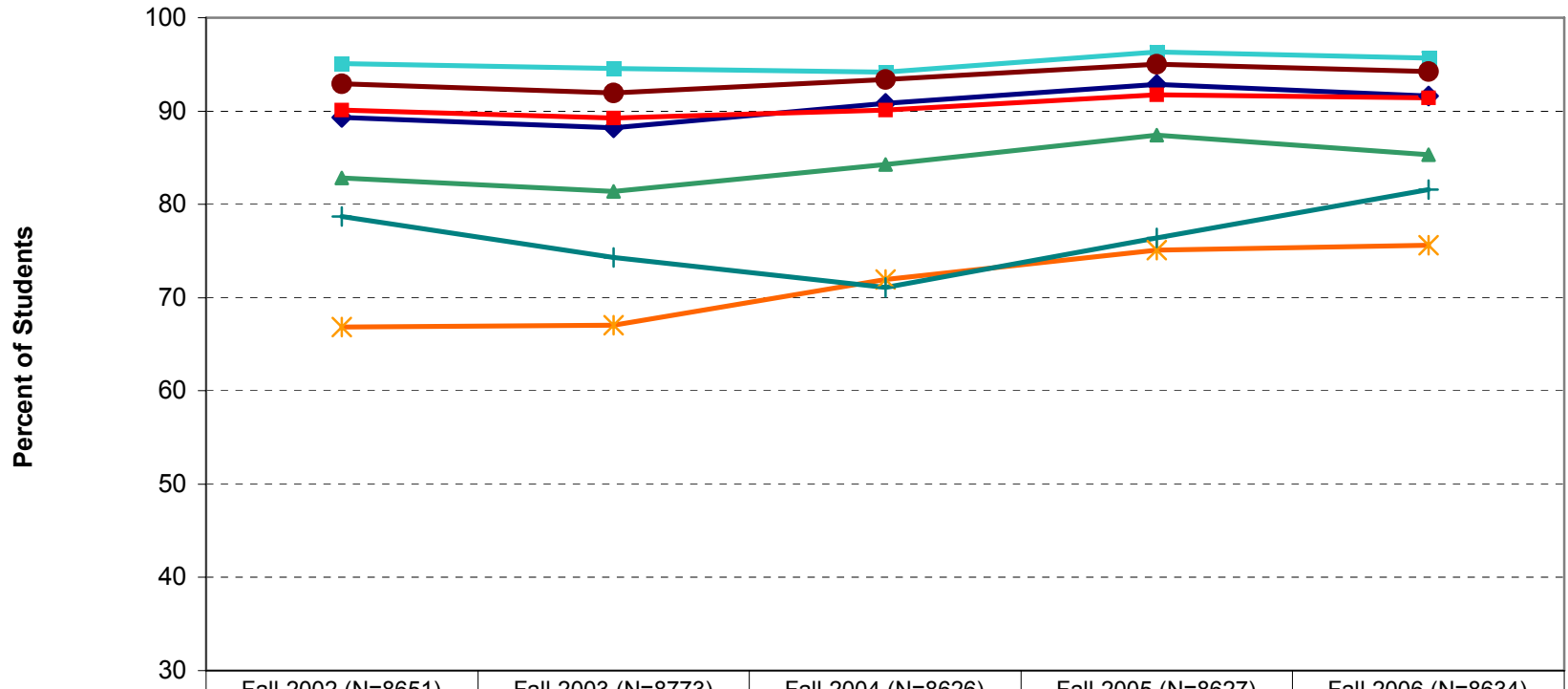
Table 41
Percent of Students Meeting/Exceeding Standards by Race, 2002-2006
Grade 4 - Science



	Fall 2002 (N=8651)	Fall 2003 (N=8773)	Fall 2004 (N=8626)	Fall 2005 (N=8627)	Fall 2006 (N=8634)
◆ American Indian	76.5	82.2	94.7	100.0	96.0
■ African American	80.8	78.8	81.9	85.7	83.8
▲ Asian American	96.4	97.5	92.1	97.1	97.0
■ Hispanic	84.1	82.2	84.1	86.6	87.8
* White	95.4	95.2	96.4	96.9	96.6
● All Students	89.7	88.7	90.4	92.3	91.5

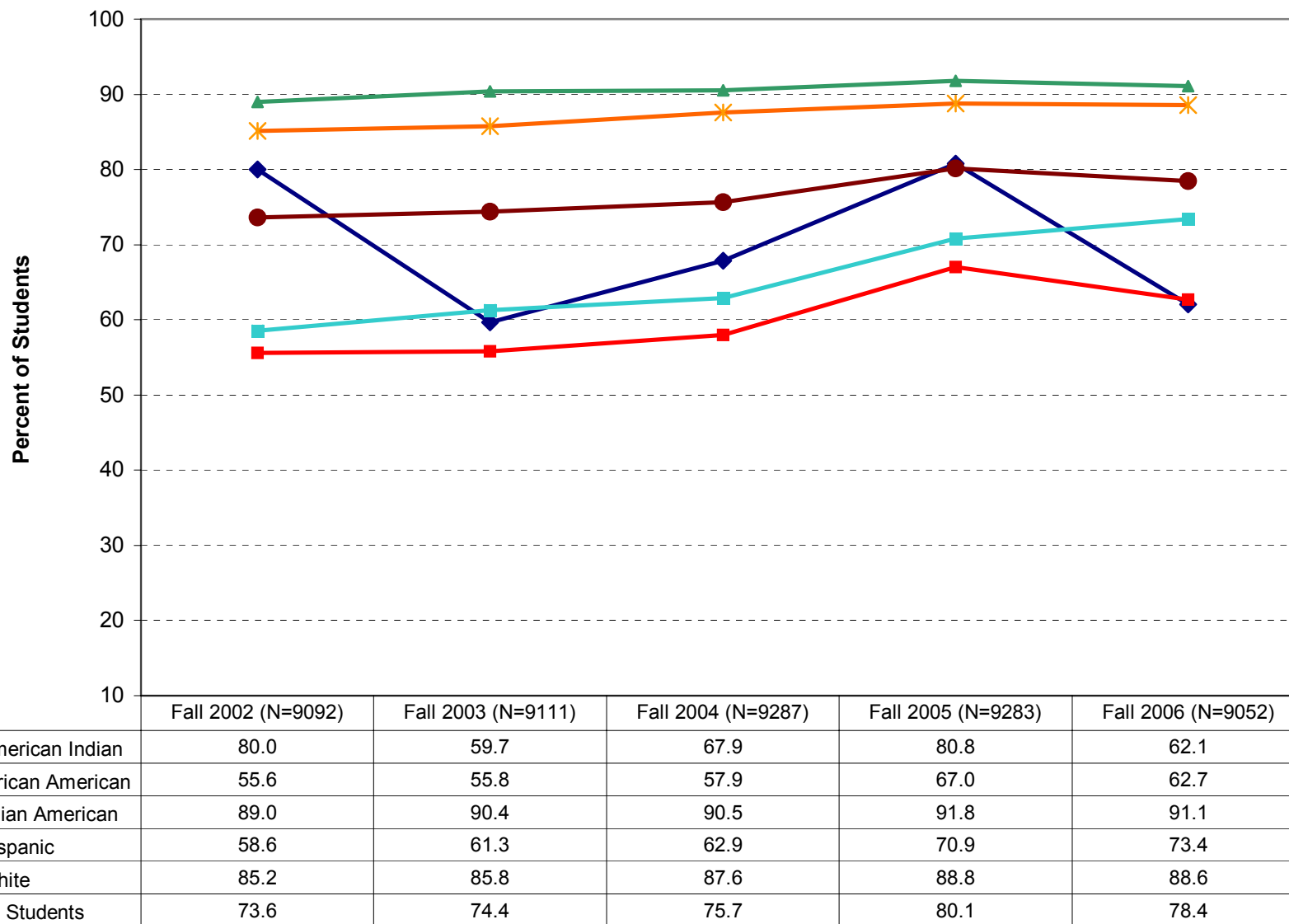
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 42
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2002-2006
Grade 4 - Science



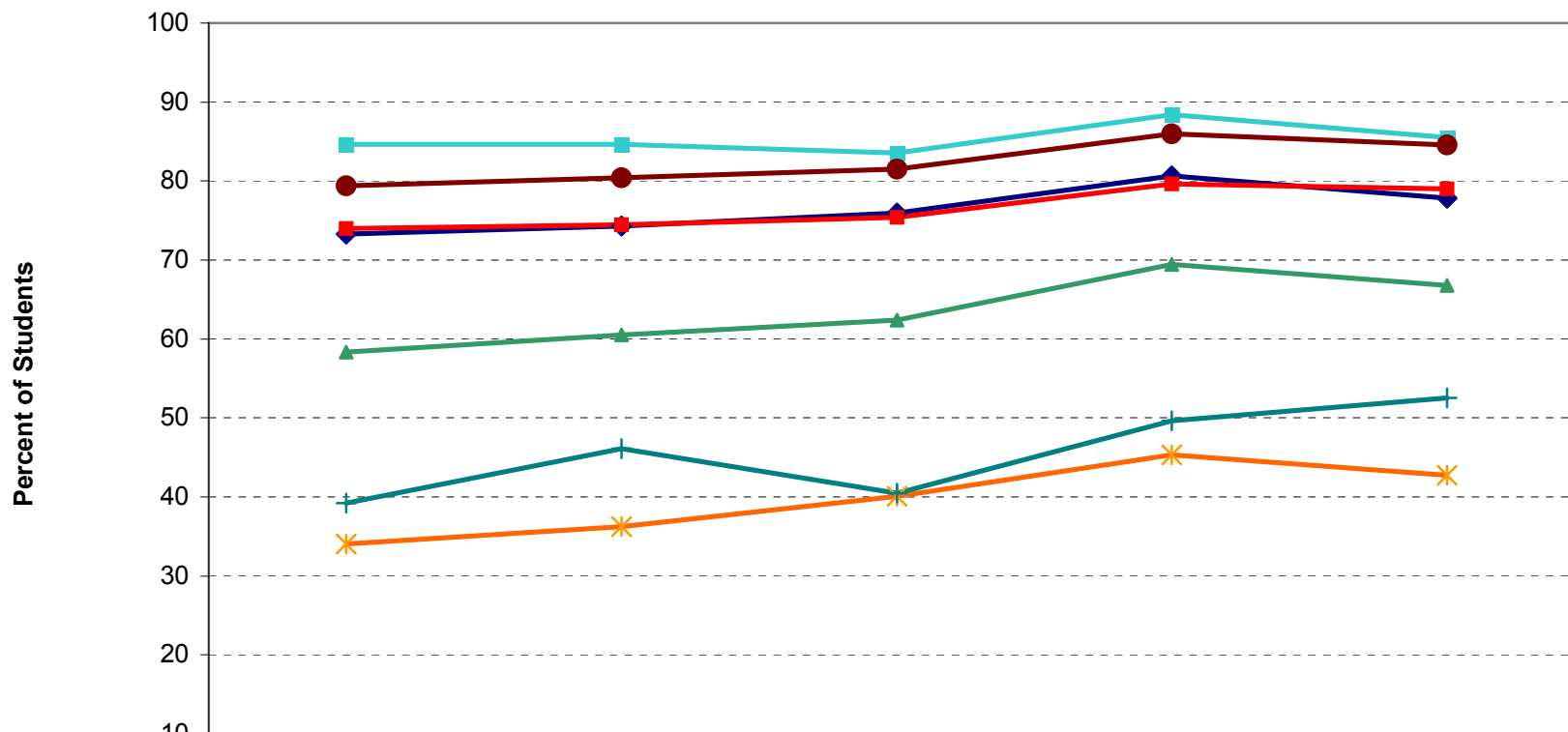
* Trends Not Reported For Subgroups With Less Than 15 Students In Any Testing Cycle During The Reporting Period

Table 43
Percent of Students Meeting/Exceeding Standards by Race, 2002-2006
Grade 6 - Science



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

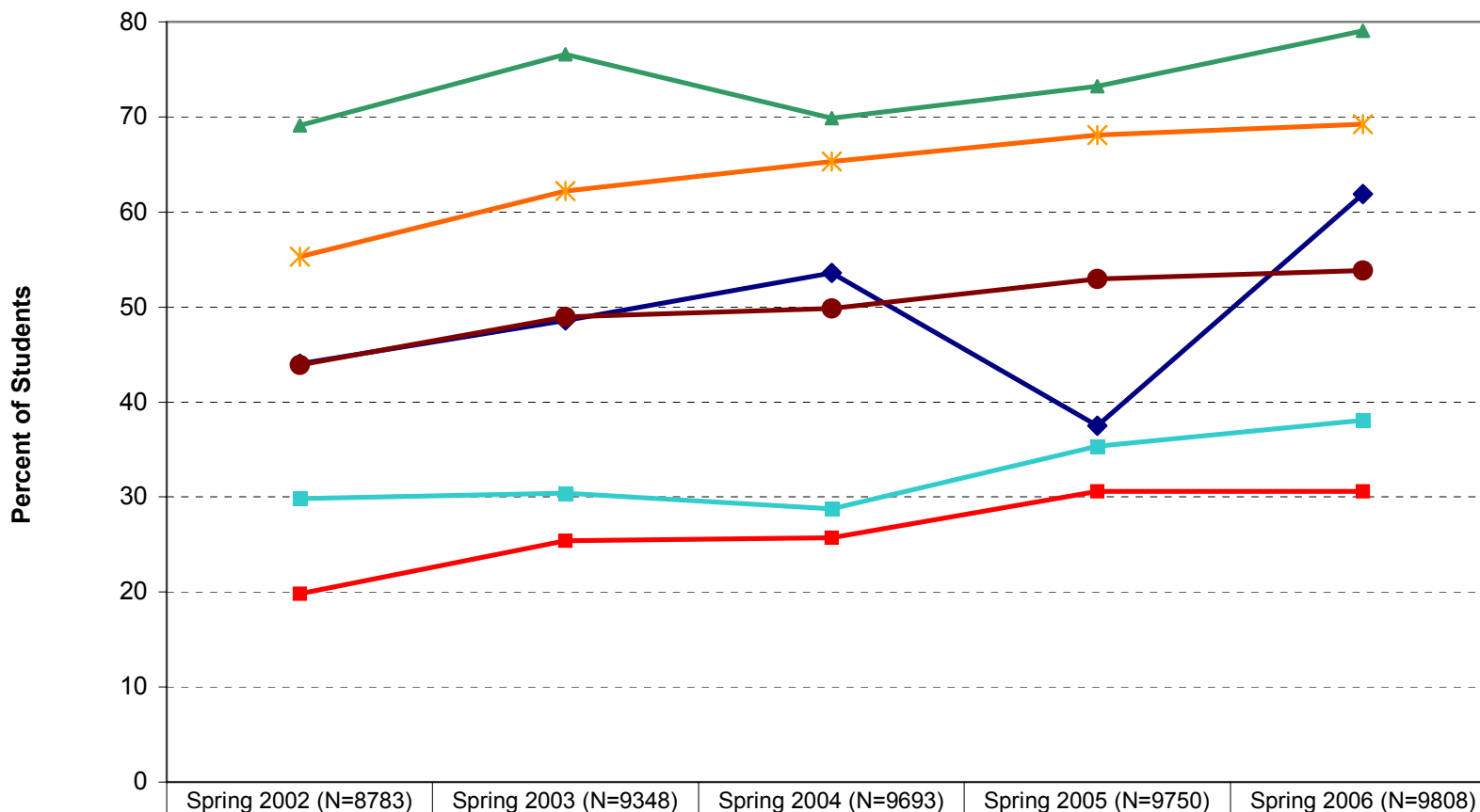
Table 44
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2002-2006
Grade 6 - Science



	Fall 2002 (N=9092)	Fall 2003 (N=9111)	Fall 2004 (N=9287)	Fall 2005 (N=9283)	Fall 2006 (N=9052)
◆ Female	73.3	74.3	76.0	80.7	77.8
■ Male	74.0	74.5	75.4	79.6	79.0
▲ Low-Income	58.3	60.5	62.4	69.5	66.8
■ Not Low-Income	84.6	84.7	83.5	88.4	85.5
* With Disabilities	34.1	36.2	40.1	45.3	42.7
● Without Disabilities	79.4	80.5	81.5	86.0	84.6
+ LEP	39.2	46.1	40.5	49.7	52.5
◆ Migrant*					

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

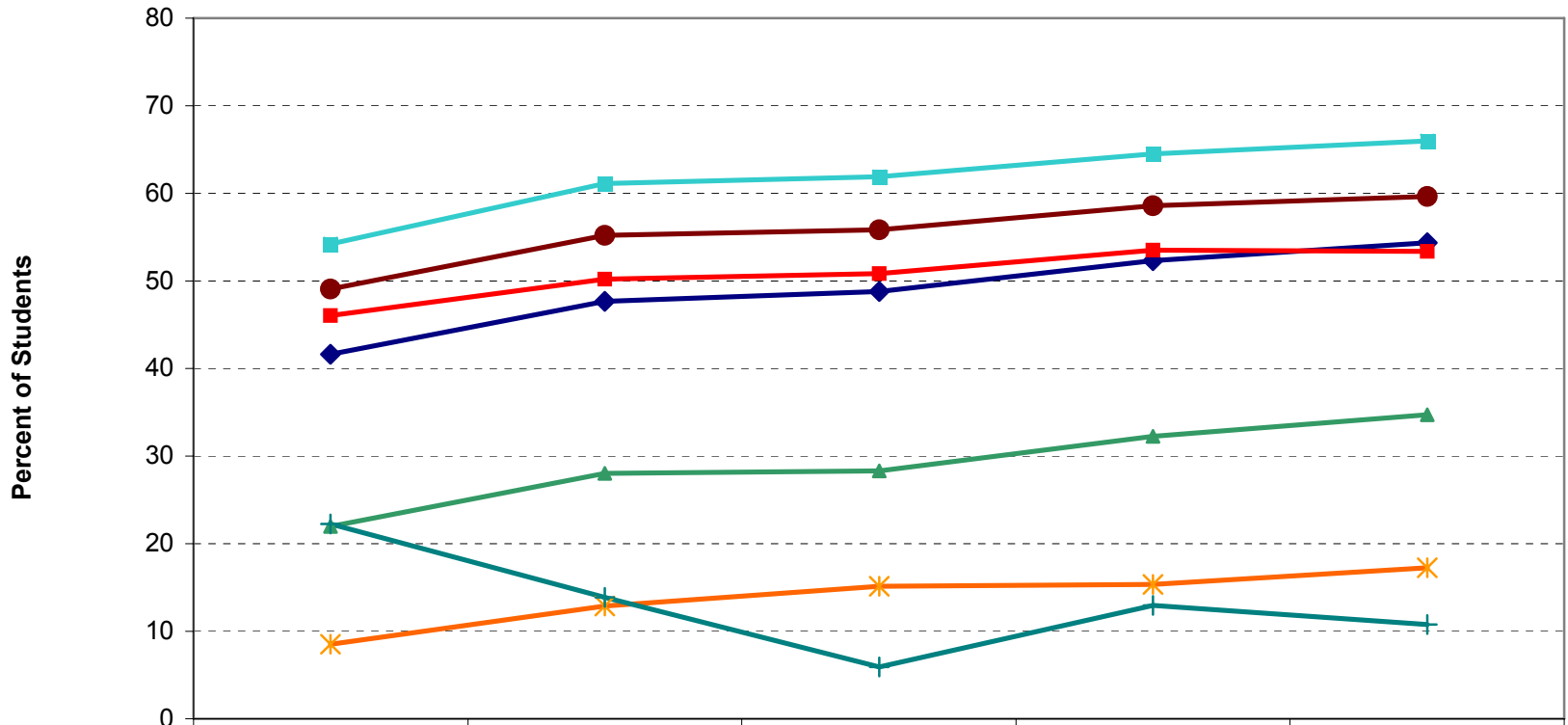
Table 45
Percent of Students Meeting/Exceeding Standards by Race, 2002-2006
Grade 8 - Science



	Spring 2002 (N=8783)	Spring 2003 (N=9348)	Spring 2004 (N=9693)	Spring 2005 (N=9750)	Spring 2006 (N=9808)
◆ American Indian	44.0	48.6	53.6	37.5	61.9
■ African American	19.8	25.4	25.7	30.6	30.6
▲ Asian American	69.1	76.6	69.9	73.2	79.0
■ Hispanic	29.8	30.4	28.8	35.3	38.1
* White	55.3	62.2	65.3	68.1	69.2
● All Students	43.9	49.0	49.9	52.9	53.8

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

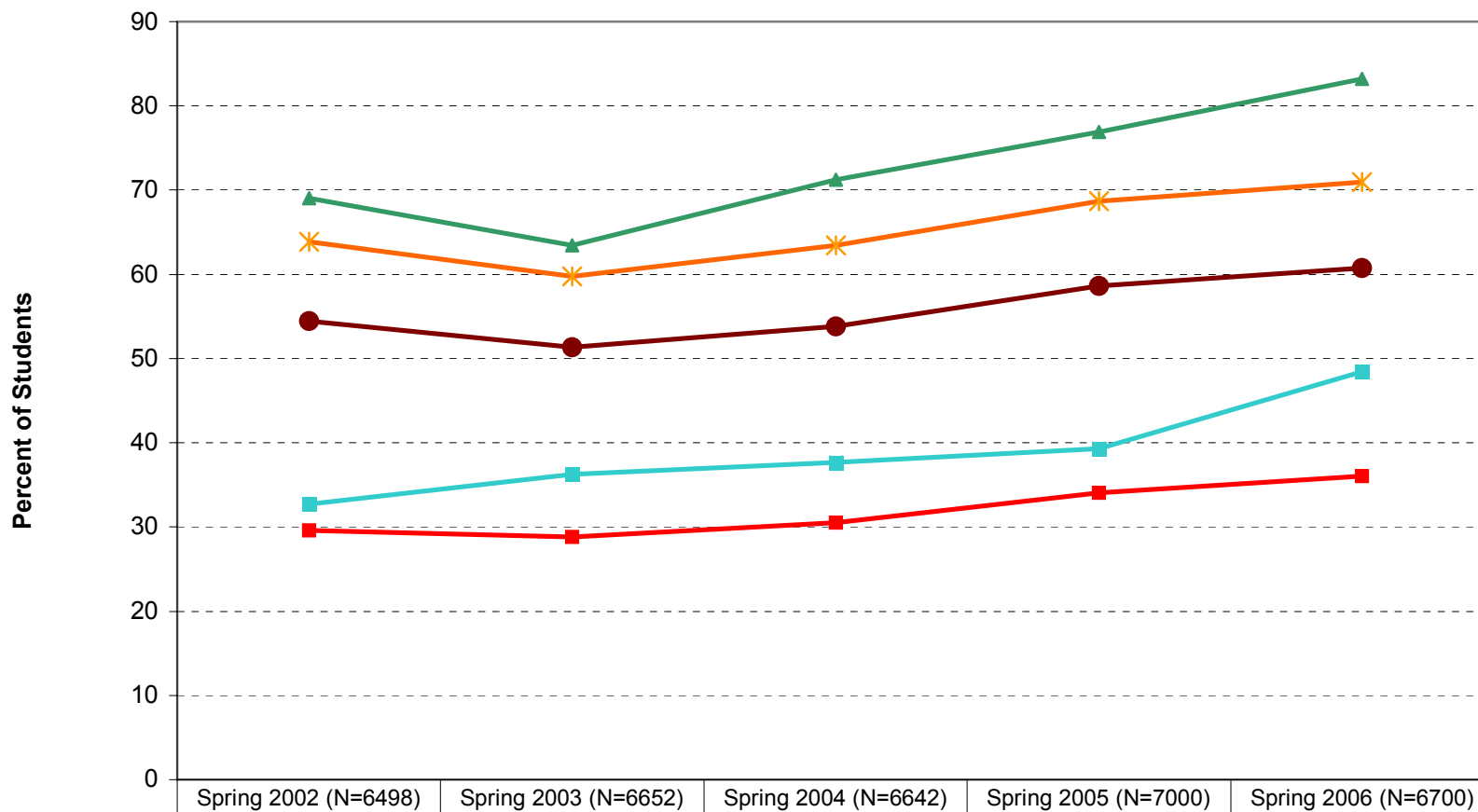
Table 46
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2002-2006
Grade 8 - Science



	Spring 2002 (N=8783)	Spring 2003 (N=9348)	Spring 2004 (N=9693)	Spring 2005 (N=9750)	Spring 2006 (N=9808)
◆ Female	41.6	47.7	48.8	52.3	54.3
■ Male	46.1	50.2	50.9	53.5	53.4
▲ Low-Income	22.0	28.0	28.3	32.2	34.7
■ Not Low-Income	54.2	61.2	61.9	64.5	66.0
* With Disabilities	8.5	12.9	15.1	15.4	17.3
● Without Disabilities	49.1	55.2	55.8	58.6	59.6
+ LEP	22.2	13.9	5.9	13.0	10.7
— Migrant*					

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

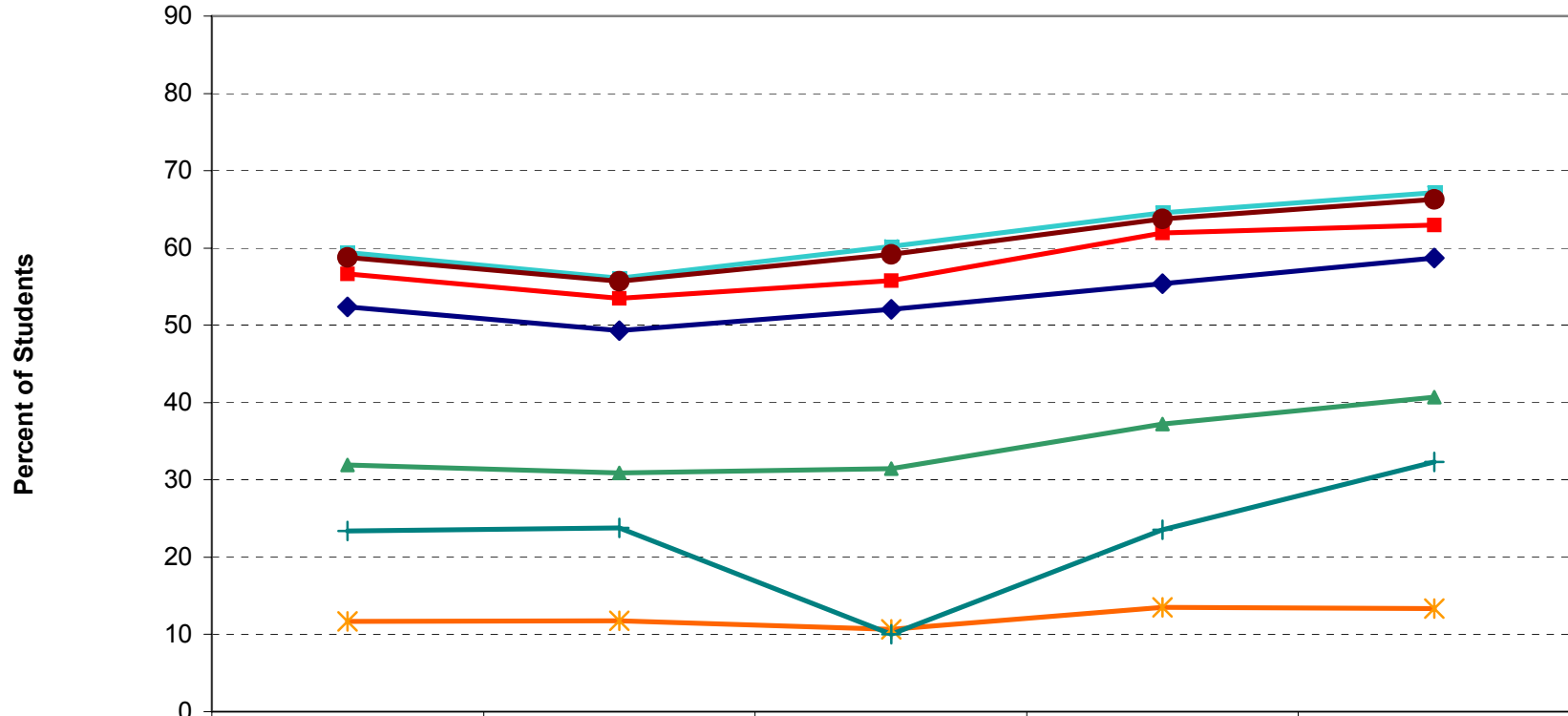
Table 47
Percent of Students Meeting/Exceeding Standards by Race, 2002-2006
Grade 11 - Science



◆ American Indian					
■ African American	29.6	28.9	30.5	34.1	36.0
▲ Asian American	69.0	63.5	71.2	76.9	83.2
■ Hispanic	32.7	36.3	37.6	39.3	48.4
* White	63.8	59.8	63.4	68.7	70.9
● All Students	54.5	51.3	53.8	58.7	60.8

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

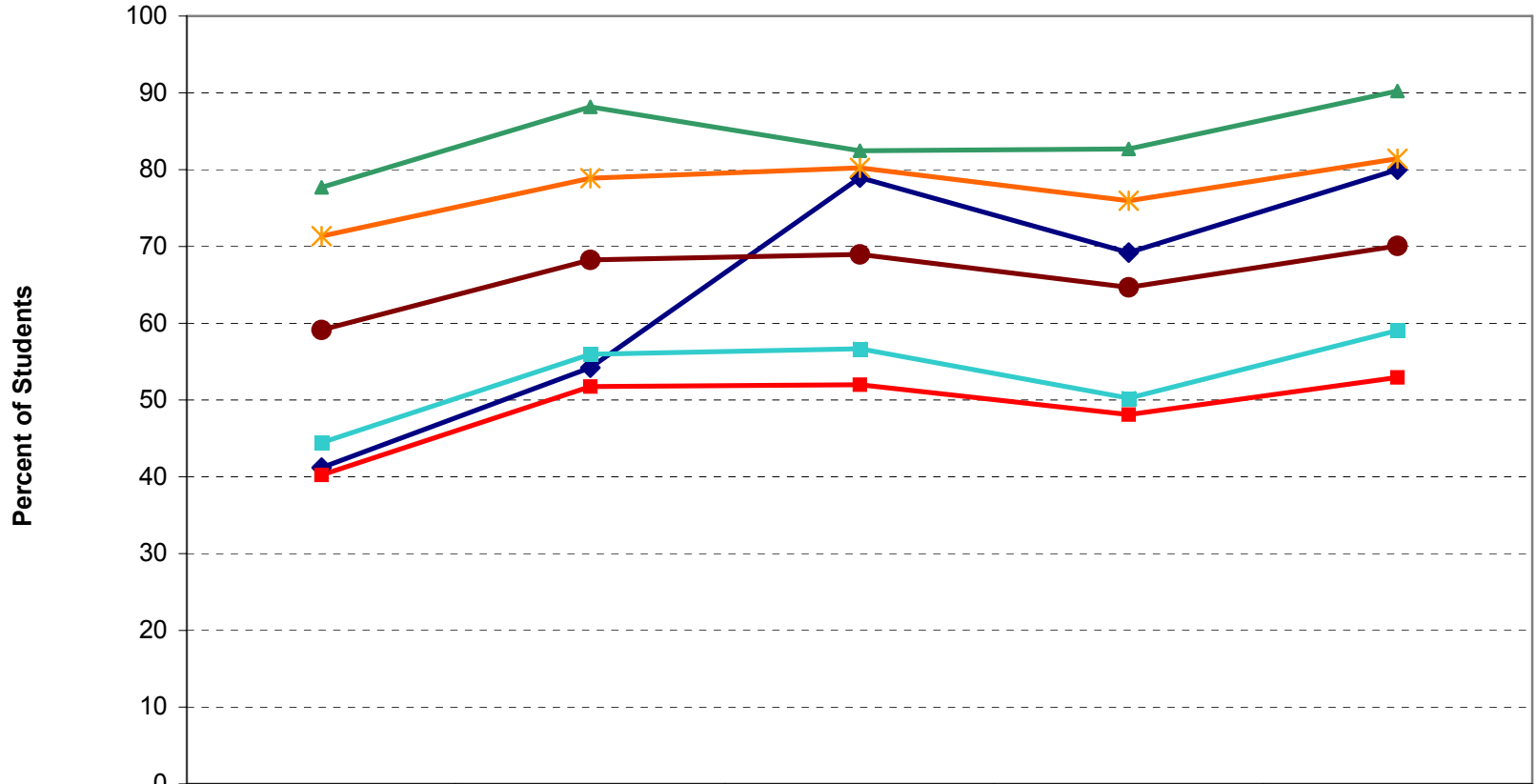
Table 48
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2002-2006
Grade 11 - Science



	Spring 2002 (N=6498)	Spring 2003 (N=6652)	Spring 2004 (N=6642)	Spring 2005 (N=7000)	Spring 2006 (N=6700)
◆ Female	52.4	49.3	52.1	55.4	58.7
■ Male	56.7	53.5	55.8	62.0	63.0
▲ Low-Income	31.9	30.9	31.4	37.2	40.7
■ Not Low-Income	59.4	56.1	60.2	64.6	67.1
* With Disabilities	11.7	11.7	10.7	13.5	13.4
● Without Disabilities	58.8	55.7	59.2	63.7	66.3
+ LEP	23.4	23.8	10.0	23.5	32.4
— Migrant*					

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

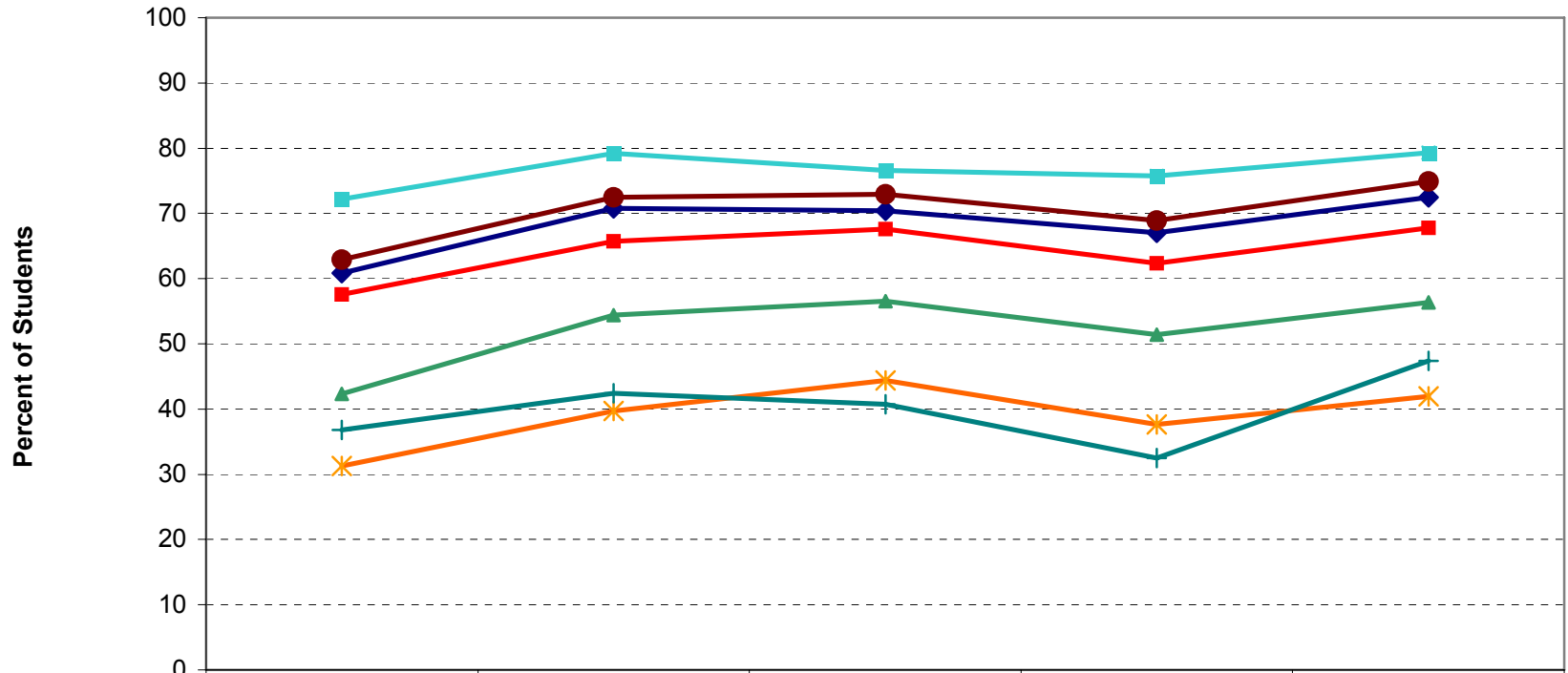
Table 49
Percent of Students Meeting/Exceeding Standards by Race, 2002-2006
Grade 4 - Social Studies



	Fall 2002 (N=8647)	Fall 2003 (N=8769)	Fall 2004 (N=8618)	Fall 2005 (N=8624)	Fall 2006 (N=8627)
◆ American Indian	41.2	54.2	78.9	69.2	80.0
■ African American	40.2	51.7	52.0	48.1	53.0
▲ Asian	77.7	88.1	82.5	82.7	90.2
■ Hispanic	44.5	56.0	56.7	50.3	59.0
* White	71.3	78.9	80.2	75.9	81.4
● All Students	59.2	68.2	69.0	64.7	70.1

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

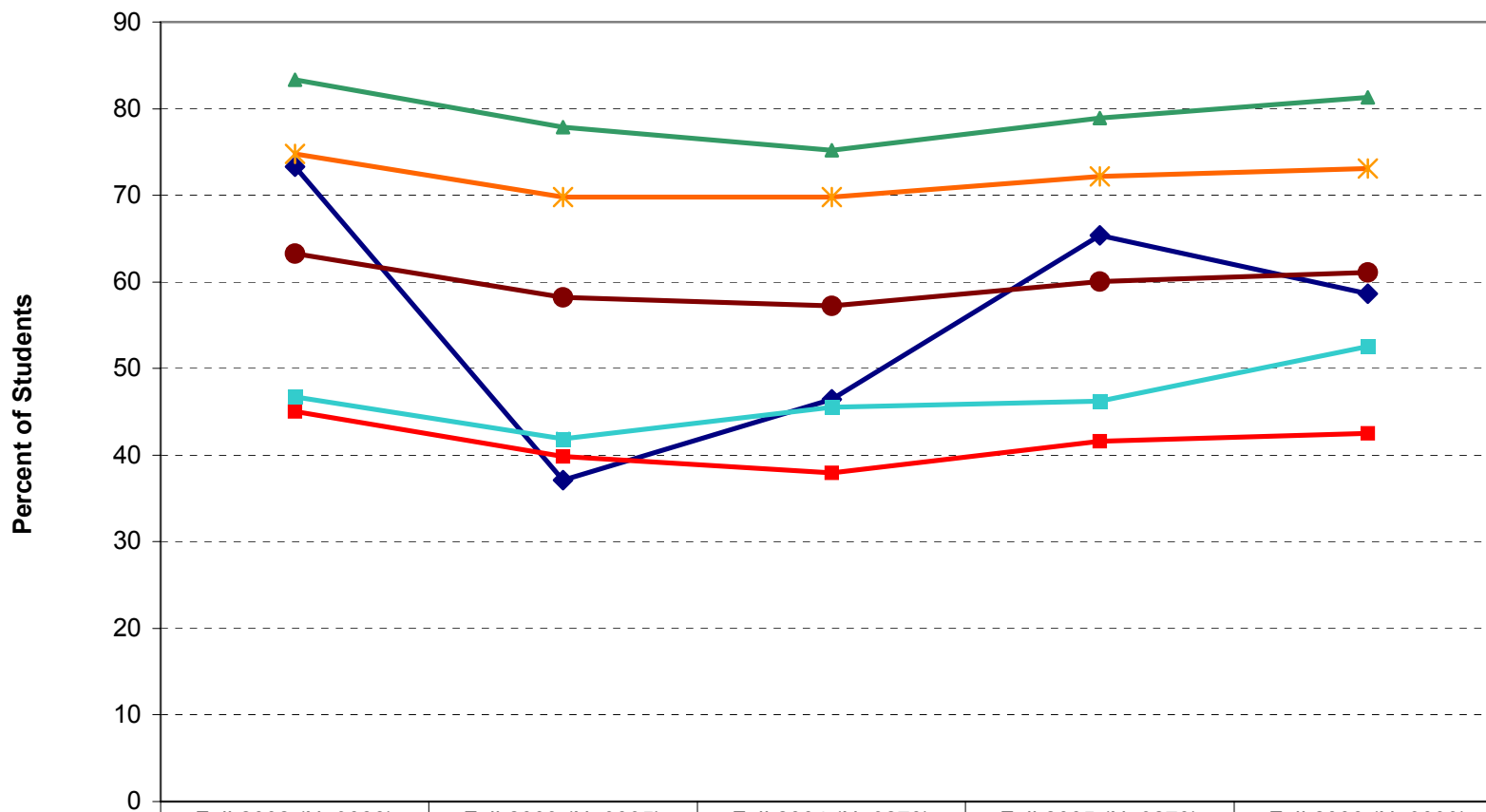
Table 50
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2002-2006
Grade 4 - Social Studies



	Fall 2002 (N=8647)	Fall 2003 (N=8769)	Fall 2004 (N=8618)	Fall 2005 (N=8624)	Fall 2006 (N=8627)
◆ Female	60.8	70.8	70.4	67.0	72.5
■ Male	57.6	65.7	67.6	62.3	67.8
▲ Low-Income	42.3	54.4	56.6	51.4	56.4
■ Not Low-Income	72.2	79.2	76.5	75.7	79.3
* With Disabilities	31.3	39.7	44.4	37.6	42.0
● Without Disabilities	63.0	72.5	72.9	68.9	74.9
+ LEP	36.8	42.4	40.7	32.5	47.4
+ Migrant*					

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

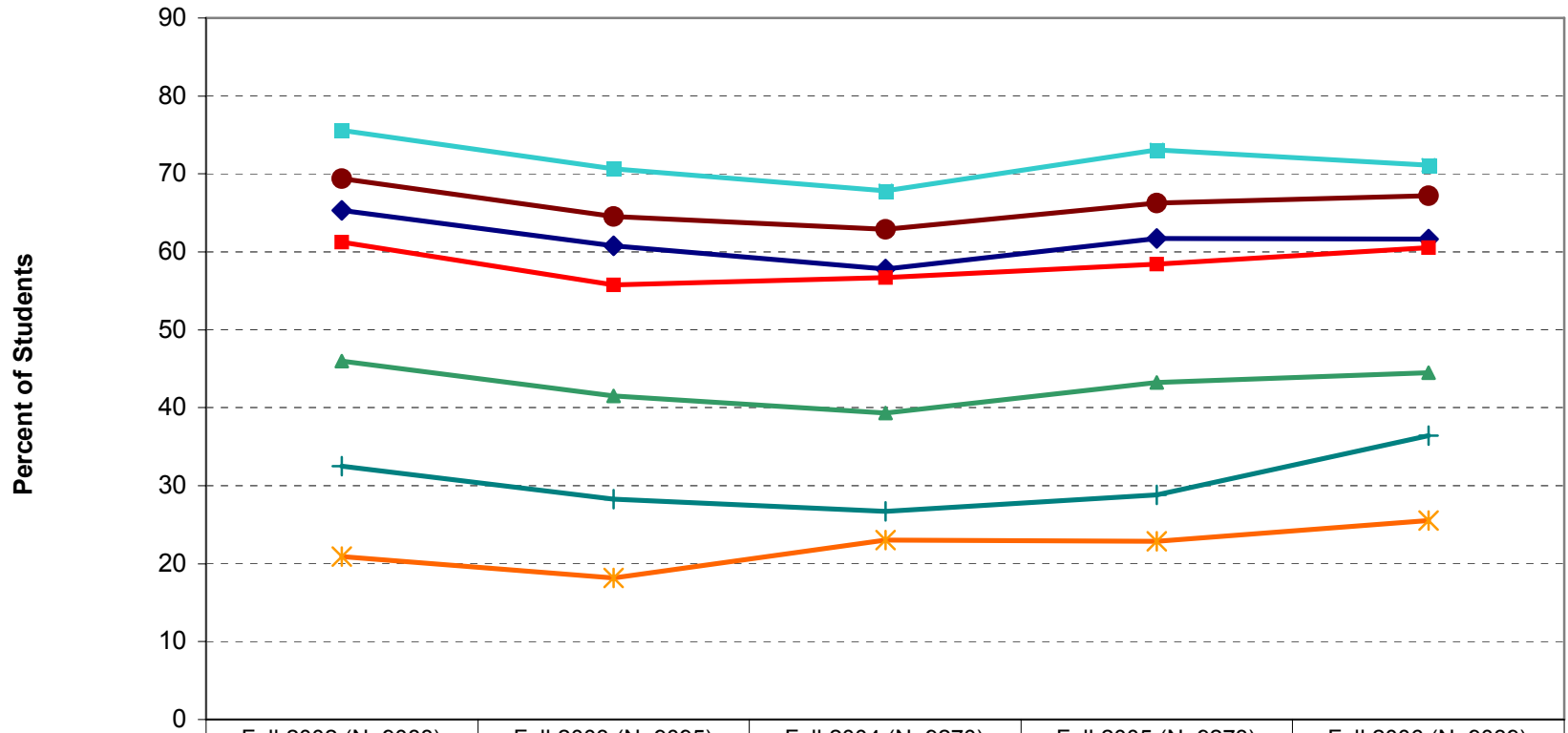
Table 51
Percent of Students Meeting/Exceeding Standards by Race, 2002-2006
Grade 6 - Social Studies



	Fall 2002 (N=9088)	Fall 2003 (N=9095)	Fall 2004 (N=9270)	Fall 2005 (N=9273)	Fall 2006 (N=9039)
◆ American Indian	73.3	37.1	46.4	65.4	58.6
■ African American	45.0	39.9	37.9	41.6	42.5
▲ Asian	83.3	77.9	75.2	78.9	81.3
■ Hispanic	46.7	41.9	45.5	46.2	52.5
* White	74.8	69.8	69.8	72.2	73.1
● All Students	63.2	58.2	57.2	60.1	61.1

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

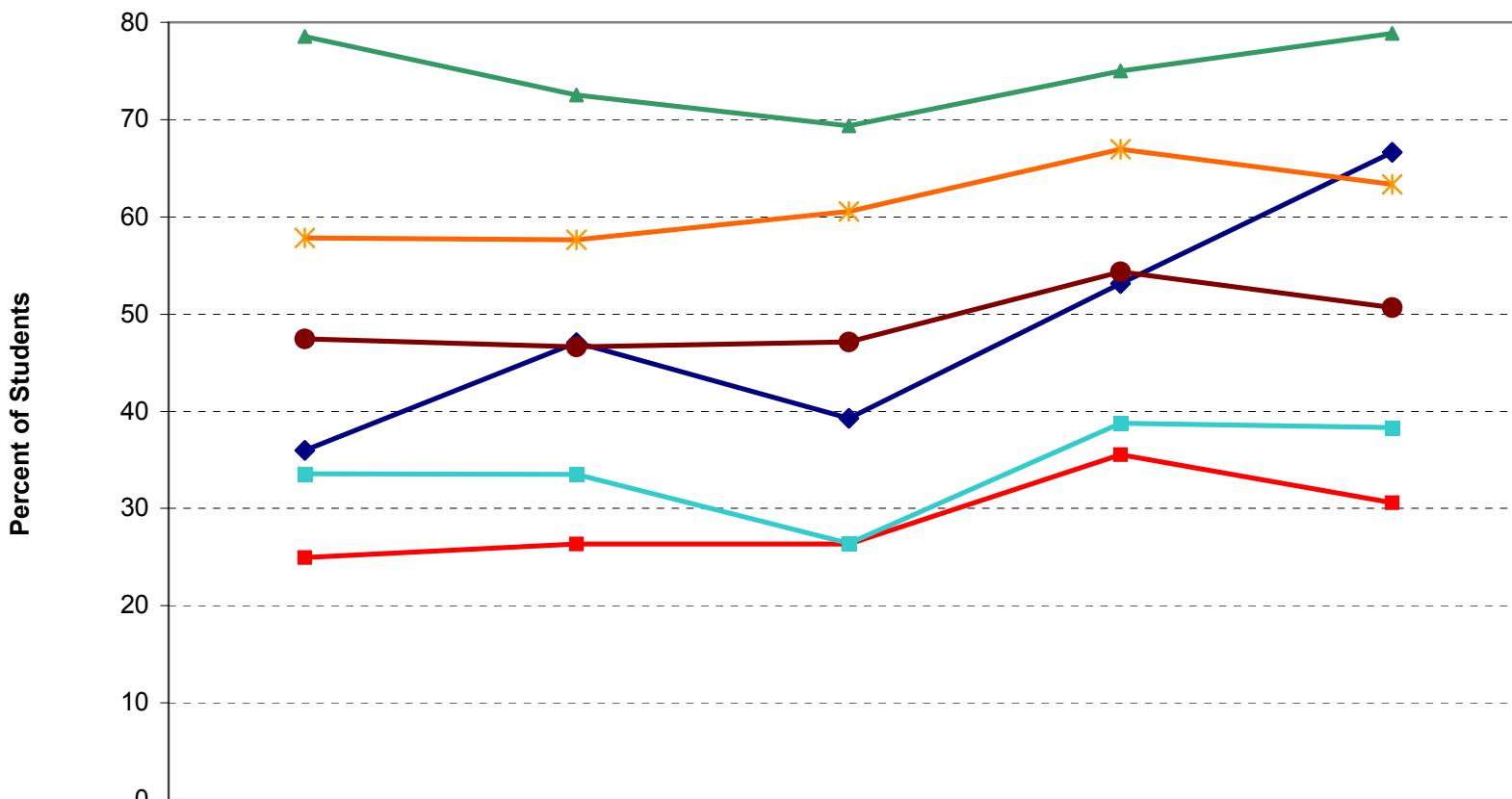
Table 52
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2002-2006
Grade 6 - Social Studies



	Fall 2002 (N=9088)	Fall 2003 (N=9095)	Fall 2004 (N=9270)	Fall 2005 (N=9273)	Fall 2006 (N=9039)
◆ Female	65.3	60.8	57.8	61.7	61.7
■ Male	61.3	55.8	56.7	58.4	60.6
▲ Low-Income	46.0	41.5	39.3	43.2	44.5
■ Not Low-Income	75.6	70.6	67.9	73.1	71.1
* With Disabilities	20.9	18.2	23.0	22.9	25.5
● Without Disabilities	69.4	64.6	62.9	66.3	67.2
+ LEP	32.5	28.3	26.7	28.9	36.4
— Migrant*					

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

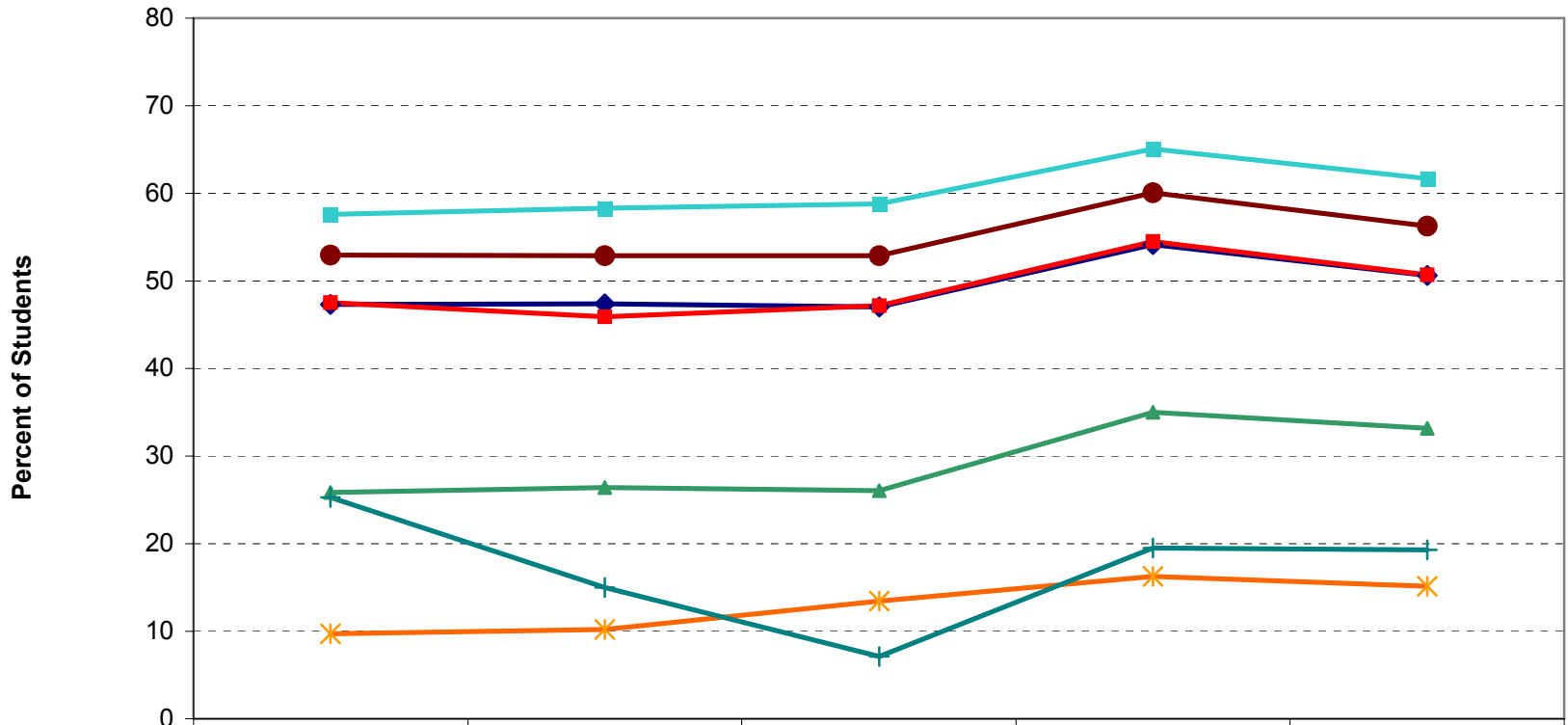
Table 53
Percent of Students Meeting/Exceeding Standards by Race, 2002-2006
Grade 8 - Social Studies



	Spring 2002 (N=8763)	Spring 2003 (N=9319)	Spring 2004 (N=9670)	Spring 2005 (N=9739)	Spring 2006 (N=9780)
◆ American Indian	36.0	47.0	39.3	53.1	66.7
■ African American	25.0	26.3	26.3	35.5	30.6
▲ Asian	78.5	72.6	69.4	75.0	78.9
■ Hispanic	33.6	33.5	26.4	38.8	38.3
* White	57.8	57.6	60.5	67.0	63.4
● All Students	47.5	46.6	47.1	54.3	50.7

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

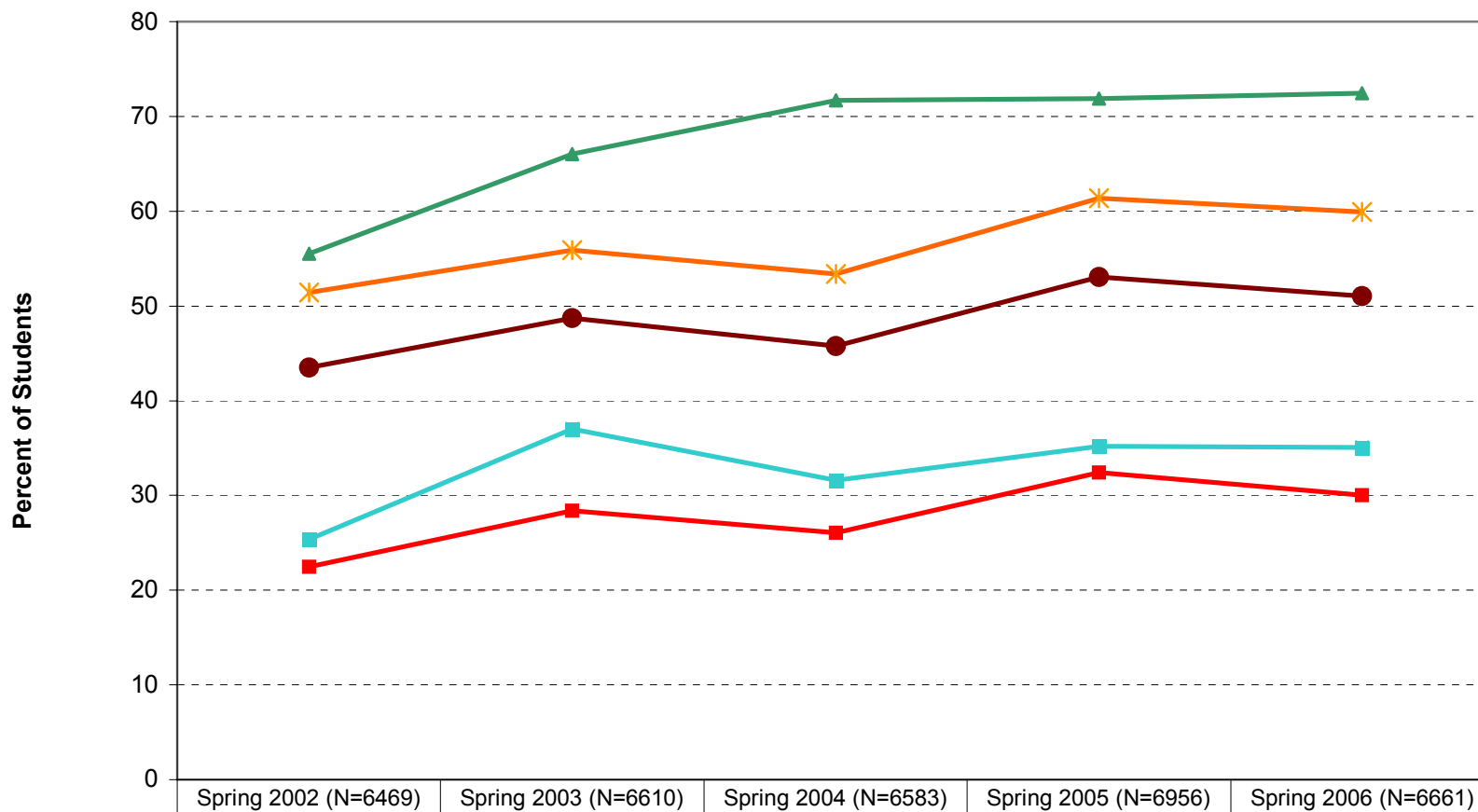
Table 54
Percent of Students Meeting/Exceeding Standards By Disaggregated Subgroup, 2002-2006
Grade 8 - Social Studies



	Spring 2002 (N=8763)	Spring 2003 (N=9319)	Spring 2004 (N=9670)	Spring 2005 (N=9739)	Spring 2006 (N=9780)
◆ Female	47.3	47.4	47.1	54.2	50.6
■ Male	47.6	45.9	47.1	54.5	50.7
▲ Low-Income	25.8	26.4	26.1	35.0	33.2
■ Not Low-Income	57.6	58.3	58.8	65.1	61.7
* With Disabilities	9.7	10.2	13.5	16.3	15.2
● Without Disabilities	53.0	52.9	52.9	60.1	56.3
+ LEP	25.3	15.0	7.1	19.5	19.3
— Migrant*					

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

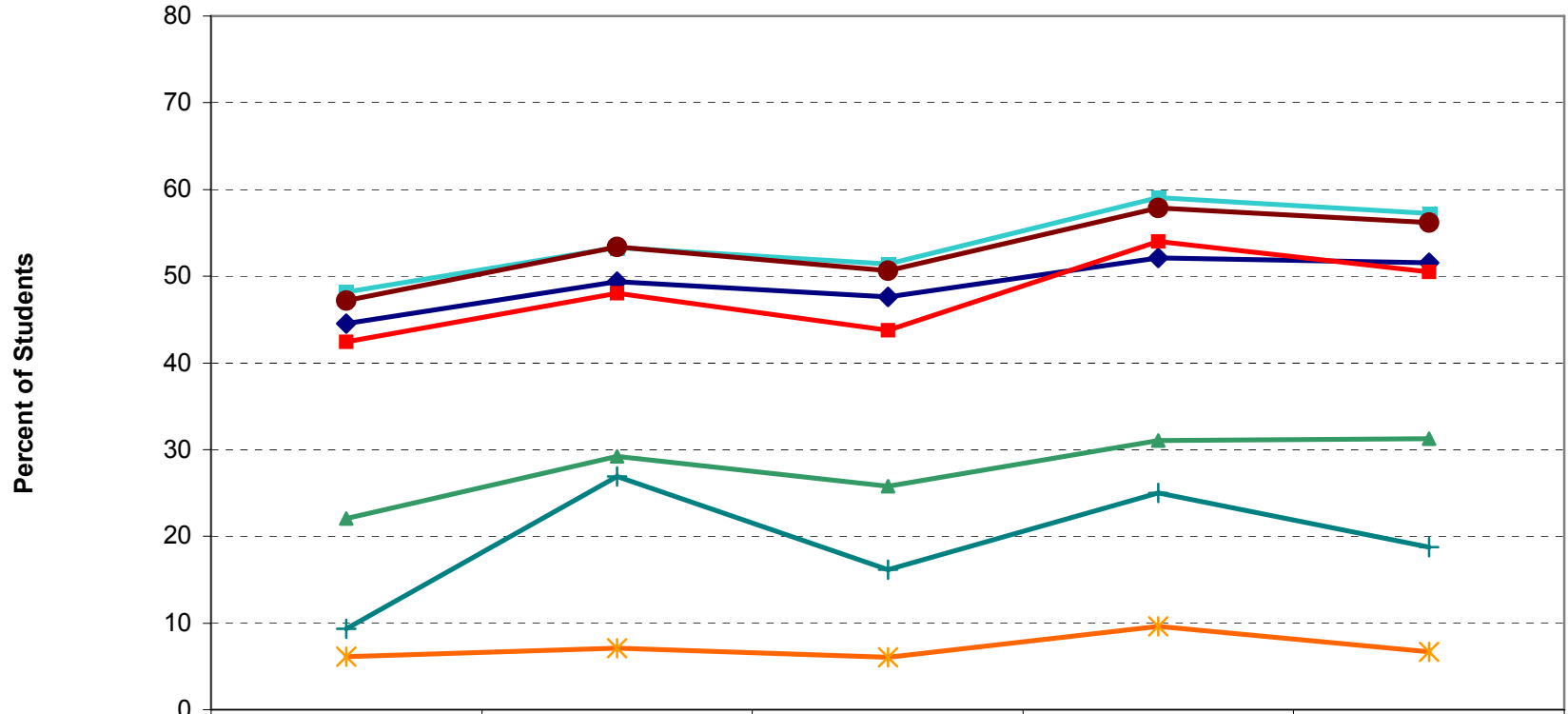
Table 55
Percent of Students Meeting/Exceeding Standards by Race, 2002-2006
Grade 11 - Social Studies



◆ American Indian					
■ African American	22.5	28.4	26.0	32.4	30.0
▲ Asian	55.5	66.0	71.7	71.9	72.5
■ Hispanic	25.4	37.0	31.6	35.2	35.1
* White	51.4	55.9	53.3	61.4	59.9
● All Students	43.5	48.7	45.8	53.0	51.0

* 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, 2002-2006
Grade 11 - Social Studies



	Spring 2002 (N=6469)	Spring 2003 (N=6610)	Spring 2004 (N=6583)	Spring 2005 (N=6956)	Spring 2006 (N=6661)
◆ Female	44.5	49.4	47.6	52.1	51.6
■ Male	42.4	48.1	43.8	54.0	50.5
▲ Low-Income	22.0	29.2	25.8	31.1	31.3
■ Not Low-Income	48.2	53.3	51.4	59.1	57.3
* With Disabilities	6.1	7.1	6.0	9.6	6.6
● Without Disabilities	47.2	53.4	50.6	57.9	56.2
+ LEP	9.3	26.9	16.1	25.0	18.8
+ 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**

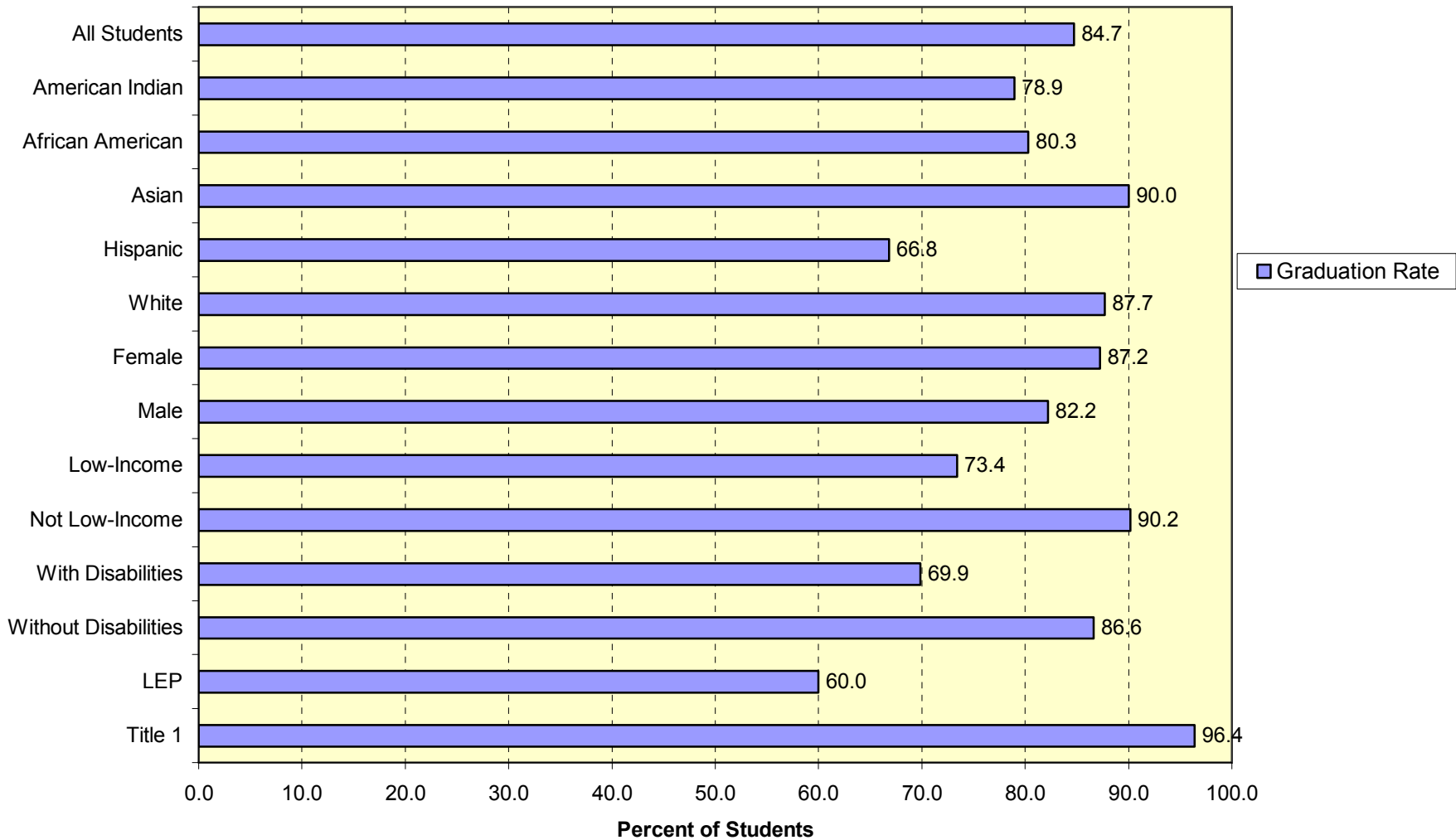
DELAWARE SECONDARY SCHOOL GRADUATES

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

July 1, 2005 – June 30, 2006

June, 2006 Graduation Rate

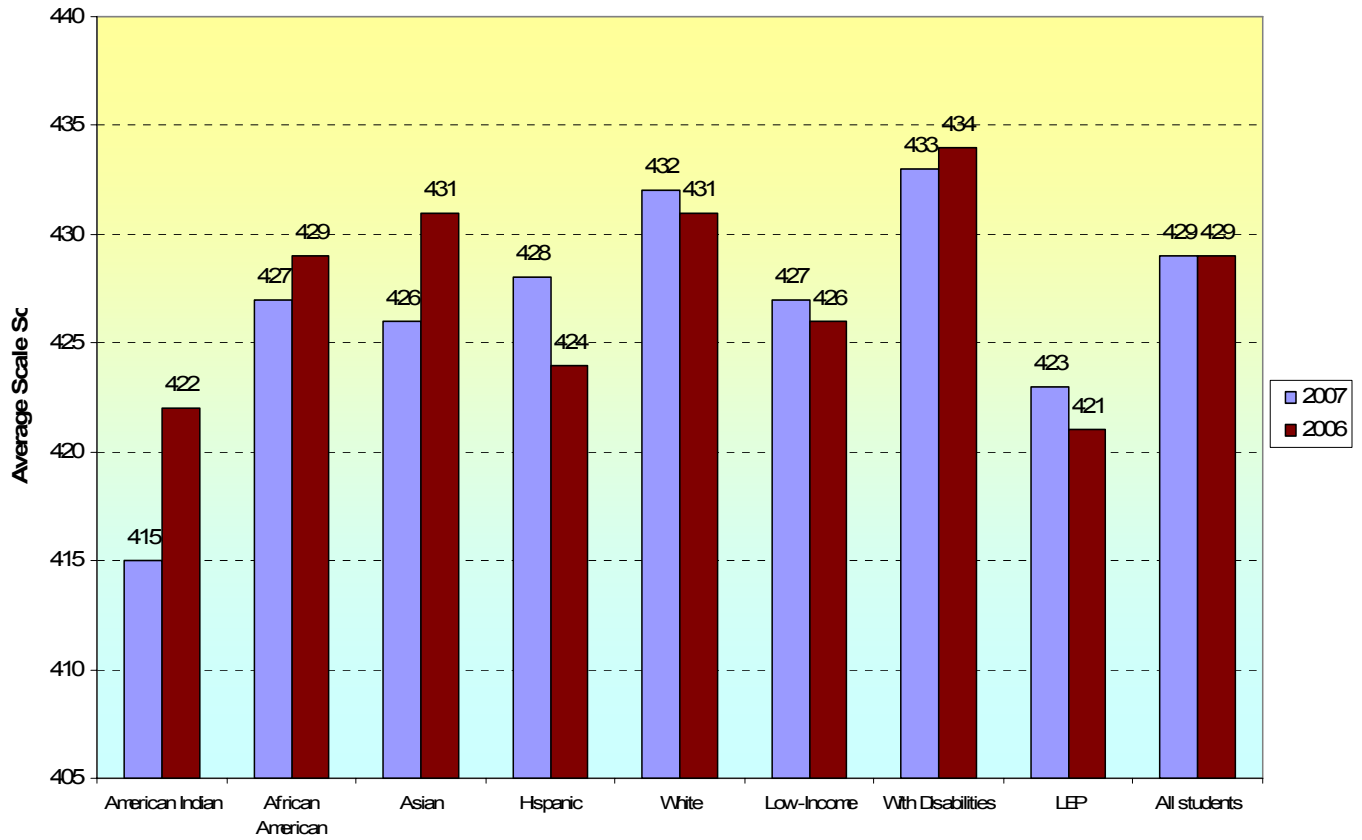
84.7% (5,961) of the 9th grade class of four years ago (7,035) graduated in June of 2006



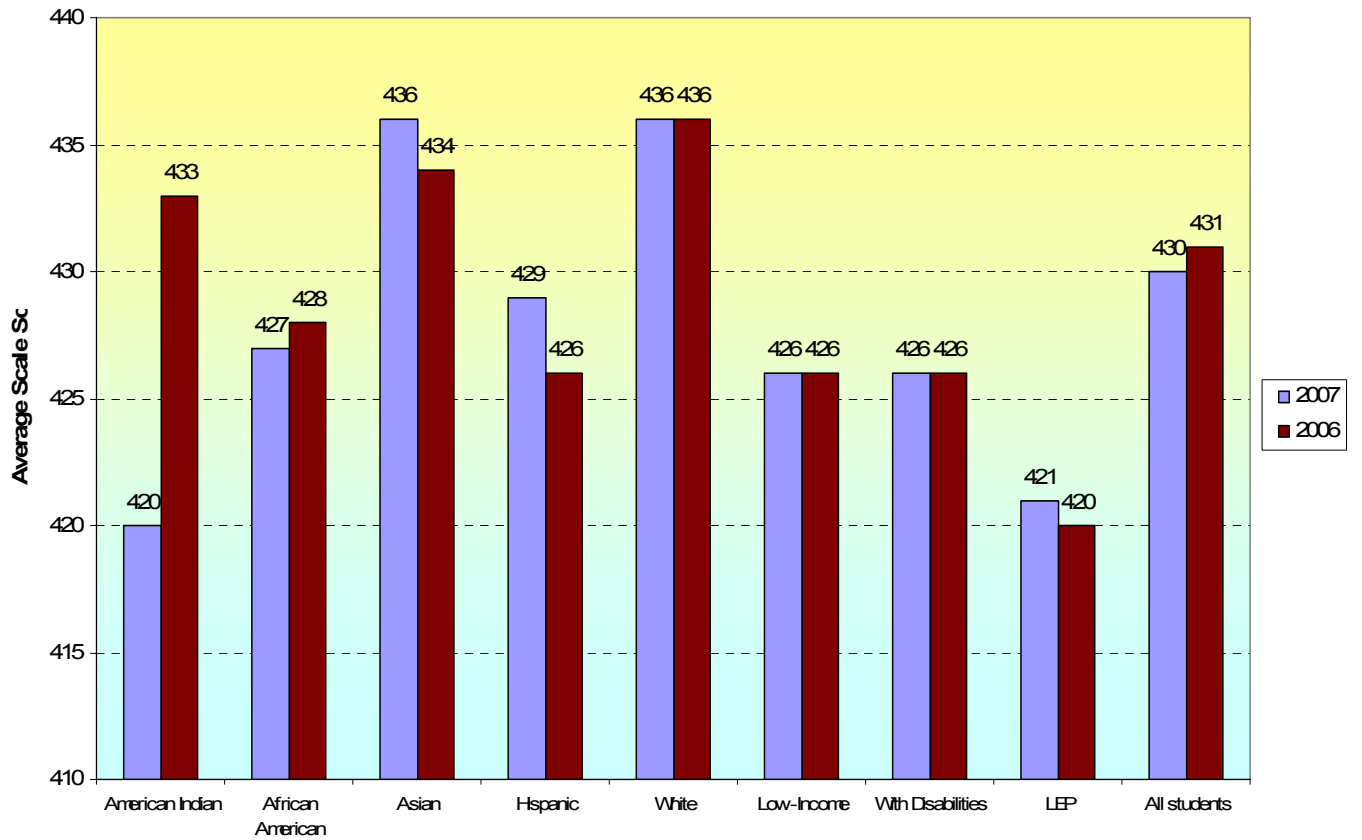
Notes: These Graduation Rates Will Differ from Reported AYP Graduation Rates Due to the Inclusion of Adult Education Students.
Data Not Provided For Student Categories With <15 Total Students.

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
2006 vs. 2007**



**Average Math Scale Scores for Students Below Standards
2006 vs. 2007**



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:

<p>A - Above Target M- Meets Target B - Below Target</p> <p>* Title I Schools</p>	<p>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</p>
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<p>Ratings: S - Superior C - Commendable AR - Academic Review AP - Academic Progress AW - Academic Watch N/A - Not Applicable</p>
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Delaware School Accountability Ratings for 2007

as of 8/1/07

All School Districts

District	School	ELA Performance										ELA Participation					Math Performance					Math Participation					School Rating	Sch Improvement Status	Small School	New School	Number Cells Missed	Total # of cells	
		AYP Method	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
Capital	Booker T. Washington Elem	G	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
	Central Middle	G	B	B	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	AW	CA	6	25
	Dover High	G	B	M	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	AP	SI2	7	21	
	East Dover Elem*	O	A	B	Y	Y				Y	Y	Y	Y	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	15		
	Fairview Elem*	G	A	A	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	
	Hartly Elem	G	A	A	Y					Y	Y	Y	Y	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	13		
	Kent County Comm	G	M																										N/A	C	Y	0	0
	Kent Secondary ILC	G	M																										N/A	C	Y	0	0
	North Dover Elem*	G	A	A	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17		
	South Dover Elem*	G	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	15		
	Towne Point Elem*	G	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	15		
	William Henry Middle	G	B	B	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	AR	2	23		
Christina	Bancroft Intermediate*	G	B	B	Y	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AW	R1	4	26
	Bayard Intermediate*	G	B	M	N	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AP	SI1	7	29
	Brader Elem	G	A	A	Y	Y				Y	Y	Y	Y	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17		
	Brennen School	G	A	A	Y					Y	Y	Y	Y	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	15		
	Brookside Elem*	O	M	M	Y	C	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	21		
	Casimir Pulaski Intermediat	G	B	B	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AW	R2	2	25
	Christiana High	G	B	B	N	N	N	Y	N	N	Y	N	N	N	N	N	N	Y	N	N	Y	N	Y	N	Y	N	Y	N	AW	R1	16	23	
	Downes Elem	G	A	A	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	13		
	Elbert-Palmer Elem*	G	A	B	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	13		
	F.D. Stubbs Intermediate*	G	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	23		
	Gallaher Elem*	G	A	A	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	15		
	Gauger-Cobbs Middle	G	B	M	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	AP	R1	4	27
	Glasgow High	G	B	B	N	N	N	Y	N	N	Y	Y	Y	Y	N	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	N	AW	R1	11	25	
	Jennie Smith Elem*	G	A	A	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	17		
	Jones Elem*	G	A	B	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	C	0	17		
	Keene Elementary*	G	A	A	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	S	0	21		

Delaware School Accountability Ratings for 2007

as of 8/1/07

All School Districts

District/School	ELA Performance										ELA Participation					Math Performance					Math Participation					School Rating	Sch Improvement Status	Small School	New School	Number Cells Missed	Total # of cells				
	AYP Method	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
Kirk Middle	G	B	B	Y	N	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AW CA			6	28
Leasure Elem*	G	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
Maclary Elem	G	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
Marshall Elem	G	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	22
McVey Elem*	G	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
Newark High	G	B	B	Y	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	AWR1			9	23
Shue-Medill Middle	G	B	B	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AWR1			2	31
Sterck School	G	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	7
West Park Place Elem	O	M	A	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	S			0	17
Wilson Elem*	G	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	C	S			0	19
Colonial																																			
Carrie Downie Elem*	G	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
Castle Hills Elem*	G	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	29
Colonial ILC	G	A	B							Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C	Y		0	7	
Colwyck Elem*	G	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	C			0	17	
Eisenberg Elem*	G	B	B	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AR			5	21
George Read Middle	G	B	B	Y	N	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AWR1			7	29
Gunning Bedford Middle	O	M	B	Y	Y	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	H	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	C			0	25	
Leach School	G	A	A						Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/AS	Y		0	4		
McCullough Elem*	G	B	B	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AR			3	25	
New Castle Middle	G	B	B	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	AR			3	25	
Pleasantville Elem*	G	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	
Southern Elementary	G	B	A	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	AR			1	21	
William Penn High	G	B	B	Y	N	N	Y	N	N	Y	Y	Y	Y	Y	N	N	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	AW CA			9	26	
Wilmington Manor Elem*	G	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	

Delaware School Accountability Ratings for 2007

as of 8/1/07

All School Districts

District School	ELA Performance										ELA Participation						Math Performance						Math Participation						School Rating	Sch Improvement Status	Small School	New School	Number Cells Missed	Total # of cells									
	AYP Method	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.						
Red Clay Consolidated																																											
A I duPont High	G	B	M	Y	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	AP	CA	9	24						
A I duPont Middle	G	B	B	Y	N	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	AW	R2	5	29						
Anna Mote Elem*	G	B	B	N		N	Y	N	N	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	AR		4	21						
Austin Baltz Elem*	G	B	M	Y	Y	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	AR		4	25						
Brandywine Springs Elem	G	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	S		0	15						
Cab Calloway Art School	G	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	S		0	17						
Central School	G	B	B	N					N	Y	N	N		Y	N	N	N	N	N	N	N	N					N	N	N	Y	N	Y	Y	AR		10	13						
Charter Sch of Wilm	G	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	S		0	13						
Conrad Middle	G	B	B	N	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	AW	R2	8	29						
Delaware Military Academy*	G	A	A	Y		Y			Y	Y	Y		Y									Y			Y								N/A	S		0	8						
Dickinson High	G	B	B	N	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	AW	R1	10	21						
Evan Shortlidge Elem*	O	M	M	S	S				S	S	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y				H	C	Y	Y	Y	Y	C		0	15							
First State School	O	M	A																														N/A	S	Y	0	0						
Forest Oak Elem	G	A	A	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						
H B duPont Middle	O	M	A	Y	Y	Y	Y	Y	S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H	Y	Y	Y	Y	Y	Y	S		0	29						
Heritage Elem	G	A	A	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						
Highlands Elem*	G	B	B	Y	N	Y	Y		N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y		N	Y	Y	Y	Y	Y	Y	AR		4	21						
Linden Hill Elem	G	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						
Marbrook Elem*	G	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	C		0	21						
McKean High	G	B	B	N	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	N	N	N	Y	Y	Y	Y	Y	AW	R1	12	25						
Meadowood Program	G	A	A	Y					Y	Y	Y				Y							Y					Y						N/A	S		0	8						
North Star Elementary	G	A	A	Y		Y			Y	Y	Y		Y									Y			Y								Y	S		0	9						
Richardson Park Elem*	G	B	B	Y	N	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	AR		2	21						
Richardson Park Lrn Centr	G	B	B	N					N	Y	Y				Y	Y	Y	Y	Y	Y	Y	N					N	N	Y	Y	Y	Y	Y	AR		6	13						
Richey Elem	G	B	M	Y		Y			N	Y	Y		Y		Y	Y	Y	Y	Y	Y	Y	Y			Y		Y	Y	Y	Y	Y	Y	Y	AR		1	13						
Skyline Middle	G	B	A	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	AR		2	25						
Stanton Middle	O	M	M	Y	C	Y	Y	H	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H	Y	Y	Y	Y	Y	Y	Y	C		0	25						
Warner Elem*	G	B	B	N	N			N	N	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	N	N			N	N	Y	Y	Y	Y	Y	Y	AR		8	19						
William Lewis Elem*	G	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	S		0	17						

Delaware School Accountability Ratings for 2007

as of 8/1/07

All School Districts

District	ELA Performance										ELA Participation					Math Performance					Math Participation					School Rating	Sch Improvement Status	Small School	New School	Number Cells Missed	Total # of cells																																	
	AYP Method	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.																											
Charter Schools																																																																
Academy of Dover*	G	B	M	N	N					N	Y	Y								Y	N	N													Y	AR	6	13																										
Campus Community Chtr*	O	M	B	Y	Y		Y			Y	Y	Y		Y						Y	Y	C		Y											Y	C	0	17																										
East Side Chtr*	G	B	M	N	N					N	Y	Y								Y	N	N													Y	AR	6	13																										
Family Foundations*																																																												Y	0	0		
Kuumba Academy*	G	B	B	N	N					N	Y	Y								Y	N	N														Y	AR	6	13																									
Marion T. Academy*	G	B	B	N	N					N	Y	Y								Y	N	N														Y	AW CA	6	13																									
MOT Charter*	O	M	A	Y	Y		Y		C		Y	Y		Y	Y				Y	Y	Y		Y	C											Y	S	0	17																										
Moyer Academy																																																													Y	0	0	
Newark Charter*	G	A	A	Y	Y	Y	Y				Y	Y	Y	Y						Y	Y	Y	Y	Y															Y	S	0	17																						
Odyssey Charter																																																														Y	0	0
Pencader Charter HS																																																														Y	0	0
Positive Outcomes*	G	B	B	N			N	N			Y			Y						Y	N			N	N												C	AW SI2	6	11																								
Providence Creek*	G	B	B	Y	Y		Y	N	Y		Y	Y		Y	Y	Y				Y	Y	Y		Y	N	Y											Y	AW SI1	2	21																								
Sussex Academy Chtr*	G	A	A	Y			Y				Y			Y						Y	Y			Y													Y	S	0	9																								
Thomas Edison Chtr*	G	B	B	Y	N			N	N		Y	Y			Y	Y				Y	Y	Y			N	Y											Y	AR	4	17																								
DSCYF																																																																
DSCYF	G	M																																																											N/A	C	0	0

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 Watch – Under Improvement

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

Adequate Yearly Progress Status

Does Not Meet Adequate Yearly Progress (72% of Eligible Cells Met AYP Target)

Subgroup	ELA % Meeting/Exceeding Standards		ELA% Participation	Math % Meeting/Exceeding Standards		Math % Participation	Other Indicators Elementary / Middle School	Other Indicators Graduation Rate	
		Safe Harbor			Safe Harbor				
State 2007 Goal	68%	Safe Harbor	95%	50%	Safe Harbor	95%		Maintain or Improve	
All Students	78%		99%	70%		99%	Y	83.9%	Y
American Indian	81%		100%	70%		100%		78.9%	N
African American	66%	N	99%	53%		99%		79.5%	Y
Asian American	91%		100%	89%		100%		89.5%	N
Hispanic	68%		99%	62%		99%		66.3%	N
White	86%		100%	81%		100%		86.9%	N
Limited English	60%	N	99%	58%		100%		58.8%	N
Special Education	46%	N	99%	36%	N	99%		68.6%	N
Low Income	66%	N	99%	57%		99%		72.4%	N

- 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**

**Certificate Type by School District and Charter School
School Year 2007**

District / Charter School	Certificate Type				
	Emergency		Standard		Total Certificates
	#	%	#	%	#
Academy of Dover	1	4.8%	20	95.2%	21
Appoquinimink	7	1.0%	710	99.0%	717
Brandywine	20	2.2%	905	97.8%	925
Caesar Rodney	6	0.7%	878	99.3%	884
Campus Community	4	8.2%	45	91.8%	49
Cape Henlopen	4	0.7%	543	99.3%	547
Capital	13	2.3%	555	97.7%	568
Christina	48	2.7%	1,710	97.3%	1,758
Colonial	19	2.0%	939	98.0%	958
DE Military Academy	0	0.0%	26	100.0%	26
Delmar	1	1.0%	98	99.0%	99
East Side	2	9.1%	20	90.9%	22
Family Foundations	2	8.7%	21	91.3%	23
Indian River	9	1.1%	819	98.9%	828
Kuumba	2	9.1%	20	90.9%	22
Lake Forest	6	1.4%	436	98.6%	442
Laurel	1	0.4%	229	99.6%	230
M.O.T.	2	2.7%	71	97.3%	73
Marion T	2	5.9%	32	94.1%	34
Milford	2	0.5%	435	99.5%	437
Moyer Academy	2	20.0%	8	80.0%	10
New Castle County Votech	7	2.8%	246	97.2%	253
Newark	0	0.0%	48	100.0%	48
Odyssey	1	7.7%	12	92.3%	13
Pencader Business	2	12.5%	14	87.5%	16
POLYTECH	1	1.0%	96	99.0%	97
Positive Outcomes	2	6.7%	28	93.3%	30
Providence Creek	1	1.7%	57	98.3%	58
Red Clay	53	3.2%	1,591	96.8%	1,644
Seaford	3	0.7%	449	99.3%	452
Smyrna	4	0.9%	442	99.1%	446
Sussex	0	0.0%	28	100.0%	28
Sussex Technical	1	0.9%	109	99.1%	110
Thomas Edison	4	6.5%	58	93.5%	62
Wilmington Charter	1	2.1%	46	97.9%	47
Woodbridge	3	1.3%	226	98.7%	229
State Total	236	1.9%	11,970	98.1%	12,206

Source: Delaware Department of Education

Classes Not Taught by Highly Qualified (HQ) Teachers
by Class Level and Poverty
School Year 2007

Class Level	Poverty Level*	Classes	# of Classes Not Taught by HQ Teachers	% of Classes Not Taught by HQ Teachers
All Classes	All	19,745	1,836	9.3%
Elementary	High	881	67	7.6%
Elementary	Low	797	24	3.0%
Elementary	All	3,280	122	3.7%
Secondary	High	2,500	547	21.9%
Secondary	Low	3,945	345	8.7%
Secondary	All	16,465	1,714	10.4%

* Poverty Level Determined by Quartile Rankings, Based on the Percent of Free and Reduced Lunch Students in Each Class

Classes Not Taught by Highly Qualified Teachers (HQT)
by NCLB Core Subject
School Year 2007

Core Subject	Classes	# of Classes Not Taught by HQ Teachers	% of Classes Not Taught by HQ Teachers
English	2,631	290	11.0%
Reading/Language Arts	1,218	157	12.9%
Arts	2,234	41	1.8%
Foreign Languages	1,200	112	9.3%
Science	2,918	404	13.8%
Mathematics	3,424	403	11.8%
Geography	62	9	14.5%
Civics & Government	379	35	9.2%
Economics	57	5	8.8%
Social Studies	1,759	204	11.6%
History	839	71	8.5%
Elementary General	3,024	105	3.5%
Not Categorized	0	0	0.0%
All Subjects	19,745	1,836	9.3%

Source: Delaware Department of Education