

School and Teacher Demographics

Per Pupil Expenditures \$8,026

(CCD, 1998–1999)

Number of districts 19

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
92	43	32	17	184

Number of charter schools 5

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
2,887	1,868	2,104	289	7,147

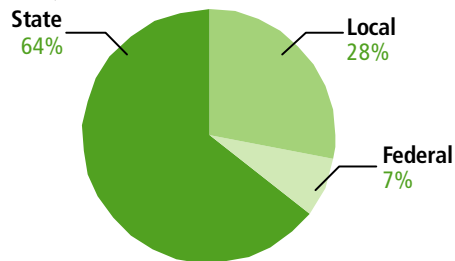
Public school enrollment		1993–1994	1999–2000
		K–8	76,052
	9–12	28,930	33,416
	Total	105,547	113,598
	Pre-K	565	509

(CCD)
(By state definition)

Sources of funding

District average

(CCD, 1998–1999)



Student Demographics

Race/ethnicity 1993–1994 1999–2000

American Indian/Alaskan Natives	229*	291*
Asian/Pacific Islander	1,777	2,460
	2%	2%
Black	30,038	34,697
	29%	31%
Hispanic	3,598	6,149
	3%	5%
White	69,905	70,001
	66%	62%
Other	n/a	n/a

(CCD, K–12)

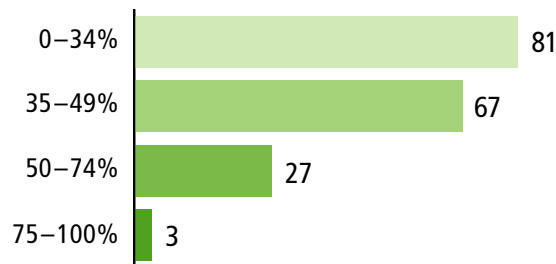
Students with disabilities (OSEP) 12,604 14,106
11% 12%

Students with Limited English proficiency (ED /NCBE, K–12) 1,470 2,284
1% 2%

Migratory students (OME, K–12) 740 n/a
1% —

All schools by percent of students eligible to participate in the Free Lunch Program†

(CCD, 1999–2000)



† 6 schools did not report.

KEY: * = Less than 0.5 percent
— = Not applicable
n/a = Not available
= Sample size too small to calculate

Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

Statewide Goal for Schools on State Assessment

Meet or exceed the Commendable rating (combines: absolute score, improvement score, and distributional/low achieving performance).

Expected School Improvement on Assessment

Schools meet or exceed their absolute, improvement, and distributional targets in the next measurement cycle.

Indicators for School Accountability

Delaware Student Testing Program

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide.

Title I 1999–2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	23	74	97
Schools Meeting AYP Goal	24%	76%	100%
Schools in Need of Improvement	8	33	41
	35%	45%	42%
	3	29	32
	13%	39%	33%

(ED Consolidated Report, 1999–2000)

Title I allocation \$22,625,340

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	25%	25%
Basic level and above	57%	66%
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a

Student Achievement 1999–2000

Assessment Delaware Student Testing Program
 State Definition of Proficient Meets the standard-very good performance.

Elementary School

Grade 3

Reading/Language Arts

Students in:	Proficient ⇨				
	Well Below Standard	Below Standard	Meets Standard	Exceeds Standard	Dist-inguished
All Schools	10%	13%	53%	12%	12%
Title I Schools	24	23	49	2	1
High Poverty Schools					
Students with Limited English Proficiency	39	18	39	2	2
Migratory Students					
Students with Disabilities	44	23	30	1	1

Mathematics

Students in:	Proficient ⇨				
	Well Below Standard	Below Standard	Meets Standard	Exceeds Standard	Dist-inguished
All Schools	11%	17%	52%	15%	5%
Title I Schools	22	28	47	3	1
High Poverty Schools					
Students with Limited English Proficiency	22	28	40	10	0
Migratory Students					
Students with Disabilities	36	27	32	4	*

Middle School

Grade 8

Reading/Language Arts

Students in:	Proficient ⇨				
	Well Below Standard	Below Standard	Meets Standard	Exceeds Standard	Dist-inguished
All Schools	16%	16%	59%	7%	2%
Title I Schools	31	32	37	0	0
High Poverty Schools					
Students with Limited English Proficiency	51	23	21	5	0
Migratory Students					
Students with Disabilities	66	20	14	0	0

Mathematics

Students in:	Proficient ⇨				
	Well Below Standard	Below Standard	Meets Standard	Exceeds Standard	Dist-inguished
All Schools	33%	26%	28%	6%	7%
Title I Schools	66	26	7	1	1
High Poverty Schools					
Students with Limited English Proficiency	54	21	18	5	3
Migratory Students					
Students with Disabilities	86	10	4	0	*

High School

Grade 10

Reading/Language Arts

Students in:	Proficient ⇨				
	Well Below Standard	Below Standard	Meets Standard	Exceeds Standard	Dist-inguished
All Schools	19%	20%	56%	3%	2%
Title I Schools	33	35	31	1	0
High Poverty Schools					
Students with Limited English Proficiency	73	19	8	0	0
Migratory Students					
Students with Disabilities	76	13	10	0	0

Mathematics

Students in:	Proficient ⇨				
	Well Below Standard	Below Standard	Meets Standard	Exceeds Standard	Dist-inguished
All Schools	39%	26%	22%	5%	8%
Title I Schools	58	29	11	1	1
High Poverty Schools					
Students with Limited English Proficiency	68	19	8	0	5
Migratory Students					
Students with Disabilities	89	9	2	*	0

High School Indicators

High school dropout rate (CCD, event) 1993–94 1998-99
 5% 4%

Postsecondary enrollment 1994-95 1998-99
 4,124 4,786
 79% 74%
 (IPEDS, High school grads enrolled in college)

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