

## 2011 SUMMER ED *Facts* STATE TRENDS PROFILE - DELAWARE

Districts and Schools (CCD/ED <i>Facts</i> SY 2007-08, 2008-09, 2009-10)		# in the state		
		2007-08	2008-09	2009-10
All districts		36	37	37
All schools		207	212	205
Title I schools		90	111	121
Charter schools		17	18	18
Student Enrollment CCD 2007-08, 2008-09, 2009-10		# in the state		
		2007-08	2008-09	2009-10
All students		122,574	125,430	126,801
Elem school grade students (PreK-5)		56,174	58,102	59,169
Middle school grade students (6-8)		28,845	28,709	28,541
High school grade students (9-12)		37,555	38,619	39,091
Adequate Yearly Progress (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10)		# and % of schools		
		2007-08	2008-09	2009-10
Made AYP: All schools	#	136	127	80
	%	71.2	66.2	40.2
Made AYP: Title I schools	#	72	79	50
	%	80.0	74.5	41.3
Identified for improvement (Yr 1) -- Title I schools	#	8	4	2
	%	8.9	3.8	1.7
Identified for improvement (Yr 2) -- Title I schools	#	2	6	5
	%	2.2	5.7	4.1
State Assessment Performance: 4th Grade Reading (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.		% of students performing at or above Proficient level (AMO for 2010 is 79)		
		2007-08	2008-09	2009-10
All students		77	77	74
White		86	87	84
Black, non-Hispanic		65	65	62
Hispanic		68	68	65
Asian/Pacific Islander		91	89	90
American Indian/Alaskan Native		84	85	81
Economically disadvantaged		66	66	65
Limited English proficient		62	65	40
Children with disabilities		50	50	39
State Assessment Performance: 4th Grade Mathematics (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.		% of students performing at or above Proficient level (AMO for 2010 is 67)		
		2007-08	2008-09	2009-10
All students		77	76	78
White		87	87	87
Black, non-Hispanic		62	62	65
Hispanic		69	67	71
Asian/Pacific Islander		91	90	93
American Indian/Alaskan Native		69	86	67
Economically disadvantaged		66	65	69
Limited English proficient		66	64	54
Children with disabilities		45	44	42

Student Enrollment (CCD/ED <i>Facts</i> SY 2007-08, 2008-09, 2009-10)		% of state total		
		2007-08	2008-09	2009-10
White		53	52	52
Black, non-Hispanic		33	33	33
Hispanic		10	11	11
Asian/Pacific Islander		3	3	3
American Indian/Alaskan Native		0	0	0
Economically disadvantaged		36	43	46
Limited English proficient		6	6	6
Children with disabilities		16	15	15
Adequate Yearly Progress (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10)		# and % of schools		
		2007-08	2008-09	2009-10
Corrective action -- Title I schools	#		1	4
	%		0.9	3.3
Restructuring/Planning -- Title I schools	#	1		1
	%	1.1		0.8
Restructuring/Implementation -- Title I schools	#	1	3	2
	%	1.1	2.8	1.7
Note: For AYP improvement status reporting for SY 2007-08, 2008-09 and 2009-10, data collected in each year (e.g., SY 2007-08) are used to determine the status of those schools in the following year (SY 2008-09). Dates provided in this report reflect the year in which data are collected.				
NAEP Achievement: 4th Grade Reading (NAEP 2005, 2007, 2009) Administered every other year.		% of students performing at or above Proficient level		
		2005	2007	2009
All students		34	34	35
White		46	44	47
Black, non-Hispanic		15	18	19
Hispanic		22	24	24
Asian/Pacific Islander		55	62	57
American Indian/Alaskan Native				
Economically disadvantaged		18	19	21
Limited English proficient		16	15	9
Children with disabilities		19	16	15
NAEP Achievement: 4th Grade Mathematics (NAEP 2005, 2007, 2009) Administered every other year.		% of students performing at or above Proficient level		
		2005	2007	2009
All students		36	40	36
White		50	53	50
Black, non-Hispanic		15	20	17
Hispanic		18	25	22
Asian/Pacific Islander		70	70	66
American Indian/Alaskan Native				
Economically disadvantaged		19	23	21
Limited English proficient		22	14	11
Children with disabilities		19	22	16

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State Assessment Performance: <b>8th Grade Reading</b> (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.	% of students performing at or above Proficient level (AMO for 2010 is 79)		
	2007-08	2008-09	2009-10
All students	77	77	77
White	86	86	85
Black, non-Hispanic	64	65	65
Hispanic	67	71	70
Asian/Pacific Islander	89	87	90
American Indian/Alaskan Native	91	78	91
Economically disadvantaged	64	67	66
Limited English proficient	43	47	39
Children with disabilities	38	43	37
State Assessment Performance: <b>8th Grade Mathematics</b> (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.	% of students performing at or above Proficient level (AMO for 2010 is 67)		
	2007-08	2008-09	2009-10
All students	65	66	68
White	77	78	79
Black, non-Hispanic	47	47	50
Hispanic	53	60	61
Asian/Pacific Islander	89	90	89
American Indian/Alaskan Native	74	71	72
Economically disadvantaged	49	51	54
Limited English proficient	39	41	37
Children with disabilities	28	31	32
State Assessment Performance: <b>HS Reading</b> (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.	% of students performing at or above Proficient level (AMO for 2010 is 79)		
	2007-08	2008-09	2009-10
All students	69	68	64
White	79	80	74
Black, non-Hispanic	52	51	48
Hispanic	51	56	49
Asian/Pacific Islander	83	80	78
American Indian/Alaskan Native	71	70	79
Economically disadvantaged	51	52	49
Limited English proficient	25	25	10
Children with disabilities	29	28	23
State Assessment Performance: <b>HS Mathematics</b> (ED <i>Facts</i> /CSPR SY 2007-08, 2008-09, 2009-10) Administered every year.	% of students performing at or above Proficient level (AMO for 2010 is 67)		
	2007-08	2008-09	2009-10
All students	58	57	57
White	69	69	69
Black, non-Hispanic	37	35	37
Hispanic	46	46	45
Asian/Pacific Islander	84	79	81
American Indian/Alaskan Native	58	60	61
Economically disadvantaged	40	40	42
Limited English proficient	37	28	18
Children with disabilities	25	23	24

NAEP Achievement: <b>8th Grade Reading</b> (NAEP 2005, 2007, 2009) Administered every other year.	% of students performing at or above Proficient level		
	2005	2007	2009
All students	30	31	31
White	41	41	41
Black, non-Hispanic	13	14	16
Hispanic	16	21	21
Asian/Pacific Islander	42	47	38
American Indian/Alaskan Native			
Economically disadvantaged	16	18	17
Limited English proficient			
Children with disabilities	5	10	9
NAEP Achievement: <b>8th Grade Mathematics</b> (NAEP 2005, 2007, 2009) Administered every other year.	% of students performing at or above Proficient level		
	2005	2007	2009
All students	30	31	32
White	40	43	43
Black, non-Hispanic	13	10	13
Hispanic	16	17	22
Asian/Pacific Islander	59	65	69
American Indian/Alaskan Native			
Economically disadvantaged	13	16	17
Limited English proficient			
Children with disabilities	11	12	9

## 2011 SUMMER ED *Facts* STATE TRENDS PROFILE - DELAWARE

AP Participation Rate (College Board 2008, 2009, 2010)	State %		
	2008	2009	2010
Took at least one examination	26.8	27.0	28.1
State Graduation Rate (ED <i>Facts</i> /CSPR SY2007-08, 2008-09, 2009-10 for SY2006-07, 2007-08, 2008-09)	State graduation rate %		
	2006-07	2007-08	2008-09
All students	81	82	85
White	85	86	88
Black, non-Hispanic	75	75	81
Hispanic	66	67	74
Asian/Pacific Islander	91	93	92
American Indian/Alaskan Native	82	78	88
Economically disadvantaged	70	70	77
Limited English proficient	54	59	72
Children with disabilities	66	67	71
Averaged Freshman Graduation Rate (AFGR) (NCES 2006-07, 2007-08, 2008-09)	State %		
	2006-07	2007-08	2008-09
All students	71.9	72.1	73.7
College Enrollment Rate (CCD/IPEDS 2004, 2006, 2008)	State %		
	2004	2006	2008
All students	54.0	66.3	66.1
Chief State School Officer (ED <i>Facts</i> 2011)			
Name	Telephone		
Lilian Lowery	(302) 735-4000		

AP Participation Rate (College Board 2008, 2009, 2010)	State %			
	2008	2009	2010	
Scored three or higher on an AP examination	13.8	14.3	15.4	
State Dropout Rate (ED <i>Facts</i> /CSPR SY2007-08, 2008-09, 2009-10 for SY2006-07, 2007-08, 2008-09)	State dropout rate %			
	2006-07	2007-08	2008-09	
All students	5	6	4	
White	4	5	3	
Black, non-Hispanic	7	8	5	
Hispanic	9	8	5	
Asian/Pacific Islander	2	3	3	
American Indian/Alaskan Native	6	7	10	
Economically disadvantaged	5	4	2	
Limited English proficient	7	5	6	
Children with disabilities	6	4	5	
Economic Data (CCD FY 2007, 2008, 2009)		2007	2008	2009
Per-pupil expenditure	State \$	11,760	12,153	12,109
	National \$	9,679	10,298	10,591
Funding for education (in thousands)	Federal \$	122,161	132,991	142,428
	State \$	1,029,607	1,048,771	1,094,909
	Local \$	479,658	508,795	517,796

This ED *Facts* State Trend Report was developed by the Performance Information Management Service staff at the U.S. Department of Education. Please contact 202-401-0091 for further information.

Notes: (1) The last year of data reported in this report represents the most recent year's data for each data source. Thus depending upon data sources, year of most recent data will vary. (2) Empty cells in this report indicate that either no data have been submitted by the states or data have been suppressed because of a small cell size. State suppression guidelines have been applied. Additionally, any calculated percentages greater than 97% will be reported as 97%, and 0 percentages will be blank-celled for the purpose of protecting individual identification.

## EXPLANATORY NOTES: 2011 SUMMER EDFACTS STATE TRENDS PROFILES

To protect individual identification, Common Core of Data (CCD) racial/ethnicity data reported in this profile are reported as 0 for calculated percentages less than 0.05%. For other student level data reported in this profile, any calculated percentages greater than 97% are reported as 97%, and any calculated percentages less than 0.05% are blank-celled to protect individual identification. Note that changes in proficiency data from one year to the next may be a reflection of factors other than actual increases or decreases in performance. Examples could include, but are not limited to, changes in state standards, realignment of state cut scores for proficiency, the implementation of new state assessment systems, etc. Therefore, interpreting state trends in proficiency requires knowledge of the metadata behind the proficiency data presented in this profile.

### Districts and Schools

The number of all districts and schools, Title I schools, and charter schools in the state. The counts in the profile include only the schools and districts that are operational (open, changed agency/changed boundary, new, added, or reopened) and that have student membership. The count of districts includes regular school districts and special local education agencies such as regional education service agencies (RESAs), supervisory unions, state-operated agencies, federally operated agencies, and independent charter districts with total student enrollment greater than zero. For 2009-10, the counts of schools are also restricted to schools that are not dually reported by the Bureau of Indian Education and the state. (Data source: Common Core of Data (CCD), "Local Education Agency Universe Survey," 2009-10, Version 1a; 2008-09, Version 1a; and 2007-08, Version 1 b; and "Public Elementary/ Secondary School Universe Survey," 2009-10, Version 1a; 2008-09, Version 1b; and 2007-08, Version 1b; and *EDFacts*, SY 2007-08, 2008-09, 2009-10.)

### Student Enrollment

The number and percentage of total students and subgroups of students enrolled in public school in the state as of October 1 of the reported year (or the closest school day to October 1) for all grade levels from pre-kindergarten through 12th grade, as well as ungraded students. In some cases, enrollment counts were imputed when missing or edited to align with other data reported by the state. The sum of elementary school students, middle school students, and high school students may be less than the total student enrollment for some states for states that classify some students as ungraded. Some states may not have submitted complete enrollment data, thereby affecting individual state data for the overall national numbers and percentage of students enrolled. Note that "Black, non-Hispanic" includes Black and African American students; "Hispanic" includes Hispanic and Latino students; and "Asian/Pacific Islander" includes Asian, Native Hawaiian, and Other Pacific Islander students. Percentages of students who are "Two or more races," for states that identify and report these students, are not shown in this report. Total student membership is used for the denominator in calculating the percentages of student enrollment by race/ethnicity, and may include students for whom race/ethnicity data was not reported by the state. Note that the percentages for enrollment race/ethnicity subgroups are rounded to whole numbers. (Data source: Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009-10, Version 1a; 2008-09, Version 1c, and 2007-08, Version 1b; and *EDFacts*, SY 2007-08, 2008-09, 2009-10.)

Elementary school grade students (PreK-5) is the sum of students in Pre-K through 5th grade in operational schools with membership.

Middle school grade students (6-8) is the sum of students in grades 6 through 8 in operational schools with membership.

High school grade students (9-12) is the sum of students in grades 9 through 12 in operational schools with membership.

Economically disadvantaged students are students in schools determined to be eligible to participate in the Free Lunch Program under the National School Lunch Act.

Limited English proficient students are students in schools determined to be eligible to participate in ESEA Title III programs.

Children with disabilities (IDEA) are children with mental retardation, hearing impairment including deafness, speech, or language impairment, visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), orthopedic impairment, autism, traumatic brain injury, developmental delay, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an individualized education program (IEP), individual family service plan (IFSP), or a services plan provided under IDEA. Note that for state level data, this count includes children ages 3 through 21.

### Adequate Yearly Progress

The number and percentage of all schools and Title I schools in the state according to their adequate yearly progress (AYP) status. Adequate yearly progress is an individual state's measure of yearly progress toward achieving state academic standards based on criteria contained in the Elementary and Secondary Education Act (ESEA). Adequate yearly progress is the minimum level of improvement that states, school districts, and schools must achieve each year. (Data source: *EDFacts/CSPR* 2007-08, 2008-09, 2009-10.)

Made AYP is the number and percentage of all schools and Title I schools that achieved or exceeded the state standards. This percentage is calculated using the total number of schools reported in the Consolidated State Performance Report

Identified for improvement (Year 1) is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" after two consecutive years in the same content area.

Identified for improvement (Year 2) is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" for three consecutive years in the same content area.

Corrective action is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" after four consecutive years in the same content area, including two years in improvement status.

Restructuring/Planning is the number and percentage of Title I schools that failed to meet the state's definition of "adequate yearly progress" after five consecutive years in the same content area.

Restructuring/Implementation is the number and percentage of Title I schools that failed to meet the state's definition of "adequate yearly progress" after six consecutive years in the same content area.

### State Assessment Performance

The percentage of students in the state performing at or above the Proficient level (as determined by each state) for all students as well as students by race and ethnicity and special populations. Beginning with SY 2005-06, tests are administered every year from grades 4 through 8 in mathematics and reading and one grade in high school. Note that "Black, non-Hispanic" includes Black and African American students; "Hispanic" includes Hispanic and Latino students; and "Asian/Pacific Islander" includes Asian, Native Hawaiian, and Other Pacific Islander students. (Data source: *EDFacts/CSPR* 2007-08, 2008-09, 2009-10.) Note: Changes in proficiency data from one year to the next can be a reflection of changes in state standards, state cut scores for proficiency, state assessments, and other factors. Therefore, interpreting state trends in proficiency requires knowledge of the metadata behind the proficiency data.

**AMO** stands for "annual measurable objective" and is the annual target percentage of students who perform at or above proficient on assessments relative to each subject area. Meeting AMO is the first step toward demonstrating adequate yearly progress under the Elementary and Secondary Education Act (ESEA). ESEA stipulates that all states demonstrate 100% proficiency by SY 2013-14. Several states have revised their AMOs with the development of new tests, which may account for a lapse in data or a jump in AMOs between or across years. States continue to revise their AMOs accordingly. Several states, including New York, Oklahoma, and Vermont, base their AMOs on a performance index; thus, these AMOs reflect index score points rather than the percentage of students who are at or above Proficient and are, therefore, not reported in the profiles. AMOs cannot be compared across states, content areas, or, necessarily, across grades. (Data source: OESE; State Accountability Plans, 2010.)

#### **NAEP Achievement**

The percentage of students in the state and nation who performed at or above the Proficient level on the state National Assessment of Educational Progress (NAEP), for all students as well as students by race and ethnicity and special populations. The Elementary and Secondary Education Act (ESEA) legislation requires states that receive Title I funding to participate in the state NAEP in reading and mathematics at grades 4 and 8 every two years. The state NAEP does not provide individual scores for the students or schools assessed. Instead, NAEP provides results about subject matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g. fourth-graders) and subgroups of those populations (e.g. Hispanic students). (Data source: NAEP 2005, 2007, 2009.)

#### **Student Outcomes**

##### **Advanced Placement (AP) Participation Rate**

**Took at least one examination** is the percentage of students in the state who took one or more advanced placement examinations in public high schools in 2008, 2009, and 2010. (Data source: College Board, 2008, 2009, 2010.)

**Scored three or higher on an AP examination** is the percentage of students in the state and in the nation who scored 3 or higher on one AP examination during their public high school years for the high school class of 2008, 2009, and 2010. These data do not include Puerto Rico. (Data source: College Board 2008, 2009, 2010.)

##### **State Graduation Rate**

**State graduation rate** is the percentage of students measured from the beginning of high school who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years, or another definition developed by the state that more accurately measures the rate of students who graduate from high school with a regular diploma, which is approved by the Secretary in the state plan. This count does not calculate a dropout as a transfer. Note that "Black, non-Hispanic" includes Black and African-American students; "Hispanic" includes Hispanic and Latino students; and "Asia/Pacific Islander" includes Asian, Native Hawaiian, and Other Pacific Islander students. Graduation rate racial/ethnic data from states that provided 7 R/E categories in 2009-10 for SY 2008-09 instead of 5 categories are not reported in this profile. Rates cannot be aggregated and any reporting of 5 R/E categories reported in the comments field cannot be imported into the profiles. (Data source: EDFacts/CSPR SY 2007-08, 2008-09 and 2009-10 for SY 2006-07, 2007-08, 2008-09.)

##### **Averaged Freshman Graduation Rate**

**Averaged freshman graduation rate (AFGR)** is an estimate of the percentage of public school students in an entering high school freshman class who graduate within four years. For example, for SY 2008-09, the AFGR equals the total number of diploma recipients in SY 2008-09 divided by the average membership of the 8th grade class in 2004-05, the 9th grade class in 2005-06, and the 10th grade class in 2006-07. The national AFGR percentage reflects all states except South Carolina and Puerto Rico. (Data source: Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," SY 2006-07, Version 1b; 2007-08, Version 1b; and 2008-09, Version 1a.)

##### **College Enrollment Rate**

**College enrollment rate** is the estimated percentage of high school graduates attending public or private colleges, by state, in 2004, 2006 and 2008. The numerator for this rate is the number of freshman who graduated from high school in the previous 12 months (reported by IHEs on IPEDS) and the denominator is the number of high school graduates as reported by states (CCD). (Data source: Common Core of Data, Common Core of Data State Dropout and Completion Data File," 2004, 2006, 2008; and "Private School Survey (PSS)," 2004, 2006, 2008, and 2004, 2006, 2008 Integrated Postsecondary Education Data System (IPEDS), Spring 2005, 2007, 2009.)

##### **State Dropout Rate**

**State dropout rate** is calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with NCES CCD guidelines. Note that "Black, non-Hispanic" includes Black and African-American students; "Hispanic" includes Hispanic and Latino students; and "Asian/Pacific Islander" includes Asian, Native Hawaiian, and Other Pacific Islander students. (Data source: ED Facts/CSPR SY 2007-08, 2008-09 and 2009-10 for SY 2006-07, 2007-08, 2008-09.)

##### **Chief State School Officer**

Name and telephone number of the Chief State School Officer. (Source: ED Facts 2011.)

##### **Economic Data**

(Data source: U.S. Department of Education, NCES, Common Core of Data (Fiscal). "National Public Education Financial Survey" (NPEFS) FY 2007, Version 1b; 2008, Version 1b; and 2009, Version 1a.)

**Current per-pupil expenditure (PPE)** data (in dollars) for each state and the nation and funding for education (in thousands of dollars) at the federal, state, and local levels. Student membership is used for the denominator in calculating PPE. Detail may not sum to totals because of rounding.

**State per-pupil expenditure** is calculated by dividing current expenditures by student membership.

**National per-pupil expenditure** is calculated by summing expenditures for the 50 states and DC and dividing that by the sum of average daily attendance for the 50 states and DC.

**Federal funding for education** (in thousands) - are funds provided from federal government agencies to a state or local education agency for education purposes.

**State funding for education** (in thousands) - are funds produced within the boundaries of the state education agency (SEA) that are available for the use of the SEA including allocation of funds to local education agencies (LEAs).

**Local funding for education** (in thousands) - are funds produced within the boundaries of an LEA that are available for the use of the LEA.