



DELAWARE STATISTICAL PROFILE COMPILED BY THE MID-ATLANTIC EQUITY CENTER

Demographics

Delaware: Enrollment By Race/Ethnicity -- Statewide -- Change Between Fall 1999 and Fall 2003						
Race/Ethnicity	Fall 1999		Fall 2003		Numeric Change 1999 - 2003	Percentage Change 1999 - 2003
	Number	Percentage	Number	Percentage		
American Indian	227	0.2	365	0.3	+138	+0.1
Asian	2,386	2.1	3,103	2.6	+717	+0.5
Black	34,761	30.6	37,560	31.9	+2799	+1.3
Hispanic	6,134	5.4	9,310	7.9	+3176	+2.5
White	70,090	61.7	67,440	57.3	-2650	-4.4
Total	113,598	100	117,778	100	4,180	--
Sources: Delaware Department of Education, Fingertip Facts for Education 1999-2000 Delaware Department of Education, Pupil Enrollment By Racial/Ethnic Group, Fall, 2003						

Delaware: Enrollment By Race/Ethnicity -- Comparison Across Counties, in Percentages -- Fall 2003				
Race/Ethnicity	Statewide	New Castle	Kent	Sussex
American Indian	0.3	0.2	0.5	0.5
Asian	2.6	3.4	1.9	1.1
Black	31.9	35.1	29.2	24.9
Hispanic	7.9	9.3	4.7	7.4
White	57.3	52.1	63.7	66.1
Source: Delaware Department of Education, Pupil Enrollment By Racial/Ethnic Group, Fall, 2003				

Delaware: Segregation/Disproportionate Representation of Different Racial/Ethnic Groups At the District Level, Percentages, Fall 2003			
School Districts with the Highest Percentages of Students of a Single Racial/Ethnic Category			
	Black	Hispanic	White
Statewide	31.9%	7.9%	57.3%
	Capital (46.8%)	Red Clay Consolidated (16.7%)	Delmar (80.9%)
	Colonial (41.8%)	Indian River (12.6%)	Smyrna (78.9%)
	Seaford (39.7%)	Colonial (11.1%)	Sussex Technical (78.4%)
	Christina (38.9%)	Christina (9.9%)	Appoquinimick (77.0%)
	Brandywine (37.7%)	Milford (8.5%)	Lake Forest (75.5%)
Source: Source: Delaware Department of Education, Pupil Enrollment By Racial/Ethnic Group, Fall, 2003			

Delaware: Funding Gaps -- 2001-2002	
Per Student Funding in the Lowest-Poverty Districts (cost-adjusted dollars, 40% adjustment for low-income students)	\$7,710
Per Student Funding in the Highest-Poverty Districts (cost-adjusted dollars, 40% adjustment for low-income students)	\$8,640
Per Student Funding in the Districts with the Fewest Minority Students (cost-adjusted dollars, 40% adjustment for low-income students)	\$8,950
Per Student Funding in the Districts with the Most Minority Students (cost-adjusted dollars, 40% adjustment for low-income students)	\$7,682
Gap Between Revenues Available in the Highest- and Lowest-Poverty Districts (cost-adjusted dollars, 40% adjustment for low-income students)	\$931
Gap Between Revenues Available in the Highest- and Lowest-Poverty Districts (cost-adjusted dollars, no adjustment for low-income students)	\$1,184
Gap Between Revenues Available in the Highest- and Lowest-Minority Districts (cost-adjusted dollars, 40% adjustment for low-income students)	-\$1,268
Gap Between Revenues Available in the Highest- and Lowest-Minority Districts (cost-adjusted dollars, no adjustment for low-income students)	-\$1,302
State Share of State and Local Revenues for Education	70.3%
Delaware's Rank Among All States in Share of State and Local Revenues for Education	3
Targeted Funding for Low-Income Students: Extra Poverty-Based Funding Per Student Living Below the Poverty Line	\$0
Source: Kevin Carey, The Funding Gap 2004. Washington, D.C.: The Education Trust, 2004	

Delaware: Enrollment of English Language Learners (ELLs) By Race/Ethnicity, 2002-2003					
Race/Ethnicity	Enrollment				ELLs as a Percent of Enrollment for Subgroup
	All Students		ELLs		
	Number	Percent	Number	Percent	
American Indian	363	0.3%	5	0.1%	1.4%
Asian	3,081	2.6%	447	12.7%	14.5%
Black	36,772	31.6%	332	9.4%	0.9%
Hispanic	8,553	7.4%	2,613	74.2%	30.6%
White	67,585	58.1%	126	3.6%	0.2%
Total	116,354	100.0%	3,523	100.0%	3.0%

Source: Delaware Department of Education, Annual Report of Delaware's English Language Learners Staff and Programs, 2002-2003

Delaware: Frequency of Reported Languages Spoken By ELLs – 2002-2003			
Number of ELLs (%)	Languages spoken by 5 or more ELLs	Number of ELLs (%)	Languages spoken by 5 or more ELLs
2,642 (75%)	Spanish	22 (1%)	Bengali
238 (7%)	Creole	19 (1%)	Pashto
115 (3%)	Korean	18 (<1%)	Russian
84 (2%)	Chinese (includes Cantonese and Mandarin)	17 (<1%)	Tagalog
42 (1%)	Gujarati	16 (<1%)	Farsi
42 (1%)	Turkish	12 (<1%)	Swahili
34 (1%)	French	10 (<1%)	Teluga
30 (1%)	Vietnamese	7 (<1%)	Akan
29 (1%)	Arabic	7 (<1%)	Panjabi
24 (1%)	Hindi	7 (<1%)	Serbo-Croatian
23 (1%)	Urdu		

Source: Delaware Department of Education, Annual Report of Delaware's English Language Learners Staff and Programs, 2002-2003

Student Achievement

Delaware Student Testing Program Statewide Results - Reading - Spring 2004 - Grades 3, 5, 8, 10					
Grade	% Well Below Standard	% Below Standard	% Meets the Standard	% Exceeds Standard	% Distinguished
3	6.3	11.3	50.1	15.4	16.8
5	4.1	11.3	61.3	14.7	8.5
8	11.3	17.8	60.9	7.8	2.3
10	13.0	15.8	64.5	4.9	1.9
Source: Delaware Department of Education, Delaware Student Testing Program -- State Summary Results of the Reading, Writing and Mathematics Assessments, Spring 2004 Administration, Grades 3, 5, 8, and 10					

Delaware Student Testing Program Statewide Results - Mathematics - Spring 2004 - Grades 3, 5, 8, 10					
Grade	% Well Below Standard	% Below Standard	% Meets the Standard	% Exceeds Standard	% Distinguished
3	9.4	13.1	48.5	21.3	7.8
5	9.1	15.5	54.8	12.7	7.8
8	26.5	23.3	32.1	8.3	9.8
10	20.2	26.8	30.1	7.3	15.7
Source: Delaware Department of Education, Delaware Student Testing Program -- State Summary Results of the Reading, Writing and Mathematics Assessments, Spring 2004 Administration, Grades 3, 5, 8, and 10					

NAEP - Reading and Math

NAEP -- Delaware/Reading Composite/Grade 4/2003

Student race/ethnicity based on student responses to two background questions, with instructions to fill in one or more (student-reported) [DRACEM]

Percentage of Students At or Above Each Achievement Level (with Standard Errors in Parentheses)

	Average Scale				At or Above	
	N	Score	Below Basic	At or Above Basic	Proficient	At Advanced
White	1369	234 (0.8)	16% (1.7)	84% (1.7)	45% (1.4)	10% (1.2)
Black	721	211 (1.4)	46% (2.7)	54% (2.7)	16% (2.1)	2% (0.5)
Hispanic	535	214 (1.4)	40% (2.2)	60% (2.2)	22% (2.0)	4% (0.8)
Asian/Pacif Islander	75	236 (4.1)	19% (7.1)	81% (7.1)	50% (6.1)	14% (5.6)
Amer Ind/Alaska Natv	81	221 (2.8)	31% (6.4)	69% (6.4)	29% (5.6)	3% (1.8)
More Than One	178	224 (2.3)	27% (5.6)	73% (5.6)	30% (3.7)	6% (2.3)
Unclassified	—	----(---)	----(---)	----(---)	----(---)	----(---)

— Sample size is insufficient to permit a reliable estimate.

NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessments.

NAEP - Delaware/Reading Composite/Grade 4/ 1992, 1994, 1998, 2002 and 2003
Gaps and changes in gaps for selected subgroups
Gaps in Average Scale Scores (with Standard Errors in Parentheses)

Gap between Male and Female

	Male	Female	Difference
	Average Scale Score	Average Scale Score	
2003	221.7 (1.2)	226.1 (0.8)	-4.5 (1.5)
2002	222.2 (1.0)	226.4 (0.8)	-4.2 (1.3)
1998	204.2 (2.2)	210.0 (1.6)	-5.8 (2.7)
1994 ⁿ	200.2 (2.1)	212.4 (1.5)	-12.2 (2.6)
1992 ⁿ	209.0 (1.2)	216.9 (1.0)	-8.0 (1.5)

From 2002 to 2003, the change in the gap was 0(1.9), which does not represent a significant difference between the two years.
 From 1998 to 2003, the change in the gap was 1(3.1), which does not represent a significant difference between the two years.
 From 1994ⁿ to 2003, the change in the gap was 8(3.0), indicating a narrowing of the gap between the two years.
 From 1992ⁿ to 2003, the change in the gap was 4(2.1), which does not represent a significant difference between the two years.

Gap between White and Black (race/ethnicity from school records)

	White	Black	Difference
	Average Scale Score	Average Scale Score	
2003	233.1 (0.7)	210.8 (1.1)	22.3 (1.3)
2002	233.1 (0.7)	209.3 (1.1)	23.8 (1.3)
1998	218.3 (1.6)	188.5 (2.7)	29.7 (3.2)
1994 ⁿ	214.7 (1.2)	186.7 (1.9)	28.0 (2.3)
1992 ⁿ	220.7 (0.8)	194.6 (1.5)	26.2 (1.7)

From 2002 to 2003, the change in the gap was 2(1.9), which does not represent a significant difference between the two years.
 From 1998 to 2003, the change in the gap was 7(3.4), indicating a narrowing of the gap between the two years.
 From 1994ⁿ to 2003, the change in the gap was 6(2.6), indicating a narrowing of the gap between the two years.
 From 1992ⁿ to 2003, the change in the gap was 4(2.2), which does not represent a significant difference between the two years.

NAEP - Delaware/Reading Composite/Grade 4/ 1992, 1994, 1998, 2002 and 2003
Gaps and changes in gaps for selected subgroups
Gaps in Average Scale Scores (with Standard Errors in Parentheses)

Gap between White and Hispanic (race/ethnicity from school records)

	White	Hispanic	
	Average Scale Score	Average Scale Score	Difference
2003	233.1 (0.7)	209.2 (3.0)	23.9 (3.1)
2002	233.1 (0.7)	212.2 (1.9)	20.9 (2.0)
1998	218.3 (1.6)	175.9 (11.6)	42.4 (11.8)
1994 ⁿ	214.7 (1.2)	---	---
1992 ⁿ	220.7 (0.8)	---	---

From 2002 to 2003, the change in the gap was 3(3.7), which does not represent a significant difference between the two years.

From 1998 to 2003, the change in the gap was 18(12.2), which does not represent a significant difference between the two years.

Gap between Not Eligible and Eligible for Free/Reduced-Price Lunch

	Not Eligible	Eligible	
	Average Scale Score	Average Scale Score	Difference
2003	231.2 (0.7)	211.6 (1.3)	19.7 (1.5)
2002	232.4 (0.7)	210.7 (0.9)	21.7 (1.1)
1998	219.0 (1.7)	188.8 (2.9)	30.2 (3.4)

From 2002 to 2003, the change in the gap was 2(1.9), which does not represent a significant difference between the two years.

From 1998 to 2003, the change in the gap was 11(3.7), indicating a narrowing of the gap between the two years.

NAEP - Delaware/Reading Composite/Grade 4/ 1992, 1994, 1998, 2002 and 2003
Gaps and changes in gaps for selected subgroups
Gaps in Average Scale Scores (with Standard Errors in Parentheses)

Gap between 90th and 10th Percentile

	90th Percentile	10th Percentile	Difference
	Scale Score	Scale Score	
2003	261.7 (1.0)	185.4 (0.7)	76.3 (1.2)
2002	264.2 (0.7)	183.9 (2.4)	80.2 (2.5)
1998	255.8 (2.6)	152.0 (4.4)	103.7 (5.1)
1994 ⁿ	256.6 (1.3)	150.6 (3.1)	106.1 (3.4)
1992 ⁿ	256.9 (1.5)	166.8 (2.3)	90.1 (2.8)

From 2002 to 2003, the change in the gap was 4(2.8), which does not represent a significant difference between the two years.

From 1998 to 2003, the change in the gap was 27(5.2), indicating a narrowing of the gap between the two years.

From 1994ⁿ to 2003, the change in the gap was 30(3.6), indicating a narrowing of the gap between the two years.

From 1992ⁿ to 2003, the change in the gap was 14(3.0), indicating a narrowing of the gap between the two years.

--- Sample size is insufficient to permit a reliable estimate.

ⁿ Accommodations were not permitted for this assessment

Note: Score differences are calculated based on differences between unrounded average scale scores. In this table, significance tests were carried out for all changes in gaps. All other observed differences are not necessarily [statistically significant](#).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002 and 2003 Reading Assessments

NAEP -- Delaware/Reading Composite/Grade 8/2003

Student race/ethnicity based on student responses to two background questions, with instructions to fill in one or more (student-reported) [DRACEM]

Percentage of Students At or Above Each Achievement Level (with Standard Errors in Parentheses)

	N	Average Scale Score	Below Basic	At or Above Basic	At or Above Proficient	At Advanced
White	1377	275 (1.0)	13% (0.9)	87% (0.9)	42% (2.2)	4% (0.6)
Black	523	248 (1.7)	42% (3.1)	58% (3.1)	12% (1.7)	# (***)
Hispanic	306	249 (2.7)	38% (3.7)	62% (3.7)	16% (2.5)	# (***)
Asian/Pacif Islander	80	276 (4.4)	16% (5.7)	84% (5.7)	49% (6.3)	8% (5.5)
Amer Ind/Alaska Natv	—	--- (---)	--- (---)	--- (---)	--- (---)	--- (---)
More Than One	194	261 (2.3)	24% (4.0)	76% (4.0)	25% (3.7)	1% (***)
Unclassified	—	--- (---)	--- (---)	--- (---)	--- (---)	--- (---)

Percentage rounds to zero.

— Sample size is insufficient to permit a reliable estimate.

(***) Standard error estimates cannot be accurately determined.

NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessments.

NAEP -- Delaware/Reading Composite/Grade 8/ 1998, 2002 and 2003
Gaps and changes in gaps for selected subgroups
Gaps in Average Scale Scores (with Standard Errors in Parentheses)

Gap between Male and Female

	Male	Female	
	Average Scale Score	Average Scale Score	Difference
2003	259.8 (0.9)	269.6 (1.0)	-9.8 (1.4)
2002	263.8 (0.8)	270.8 (0.7)	-7.0 (1.0)
1998	247.9 (1.7)	259.6 (2.1)	-11.6 (2.7)

From 2002 to 2003, the change in the gap was 3(1.7), which does not represent a significant difference between the two years.
 From 1998 to 2003, the change in the gap was 2(3.1), which does not represent a significant difference between the two years.

Gap between White and Black (race/ethnicity from school records)

	White	Black	
	Average Scale Score	Average Scale Score	Difference
2003	272.6 (0.9)	248.4 (1.7)	24.2 (1.9)
2002	275.1 (0.5)	252.0 (0.8)	23.1 (1.0)
1998	262.7 (1.3)	234.3 (2.1)	28.4 (2.5)

From 2002 to 2003, the change in the gap was 1(2.2), which does not represent a significant difference between the two years.
 From 1998 to 2003, the change in the gap was 4(3.2), which does not represent a significant difference between the two years.

Gap between White and Hispanic (race/ethnicity from school records)

	White	Hispanic	
	Average Scale Score	Average Scale Score	Difference
2003	272.6 (0.9)	246.0 (3.2)	26.7 (3.3)
2002	275.1 (0.5)	250.0 (2.1)	25.1 (2.2)
1998	262.7 (1.3)	247.8 (7.9)	14.9 (8.0)

From 2002 to 2003, the change in the gap was 2(4.0), which does not represent a significant difference between the two years.
 From 1998 to 2003, the change in the gap was 12(8.7), which does not represent a significant difference between the two years.

NAEP -- Delaware/Reading Composite/Grade 8/ 1998, 2002 and 2003
Gaps and changes in gaps for selected subgroups
Gaps in Average Scale Scores (with Standard Errors in Parentheses)

Gap between Not Eligible and Eligible for Free/Reduced-Price Lunch

	Not Eligible	Eligible	Difference
	Average Scale Score	Average Scale Score	
2003	271.2 (0.8)	250.2 (1.1)	21.1 (1.4)
2002	274.6 (0.5)	252.7 (1.0)	21.9 (1.2)
1998	262.1 (1.7)	238.3 (3.2)	23.8 (3.6)

From 2002 to 2003, the change in the gap was 1(1.8), which does not represent a significant difference between the two years.

From 1998 to 2003, the change in the gap was 3(3.9), which does not represent a significant difference between the two years.

Gap between 90th and 10th Percentile

	90th Percentile	10th Percentile	Difference
	Scale Score	Scale Score	
2003	303.3 (1.1)	223.2 (2.4)	80.1 (2.6)
2002	303.9 (0.8)	229.0 (1.2)	74.9 (1.4)
1998	299.2 (1.2)	206.8 (2.5)	92.4 (2.8)

From 2002 to 2003, the change in the gap was 5(3.0), which does not represent a significant difference between the two years.

From 1998 to 2003, the change in the gap was 12(3.8), indicating a narrowing of the gap between the two years.

--- Sample size is insufficient to permit a reliable estimate.

Note: Score differences are calculated based on differences between unrounded average scale scores. In this table, significance tests were carried out for all changes in gaps. All other observed differences are not necessarily [statistically significant](#).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002 and 2003 Reading Assessments

NAEP -- Delaware/Mathematics Composite/Grade 4/2003, 1996 and 1992
Student race/ethnicity based on school records (supplemented in some cases by student self-reported data) [SDRACE]
Percentage of Students At or Above Each Achievement Level (with Standard Errors in Parentheses)

	Year	N	Average Scale Score	Below Basic	At or Above Basic	At or Above Proficient	At Advanced
White	2003	1755	244 (0.6)	9%(1.0)	91%(1.0)	43%(1.4)	4%(0.6)
	1996 ⁿ	1325	225 (0.9)	34%(1.3)	66%(1.3)	21%(1.8)	2%(0.4)
	1992 ⁿ	1459	226 (0.8)	34%(1.2)	66%(1.2)	22%(1.4)	2%(0.4)
Black	2003	1055	223 (0.8)	34%(2.5)	66%(2.5)	12%(1.2)	#(0.2)
	1996 ⁿ	537	194 (1.9)	73%(2.5)	27%(2.5)	4%(0.9)	#(***)
	1992 ⁿ	496	197 (1.5)	75%(2.8)	25%(2.8)	3%(0.9)	#(***)
Hispanic	2003	220	226 (1.8)	31%(4.4)	69%(4.4)	17%(2.9)	1%(***)
	1996 ⁿ	75	193 (5.3)	72%(7.5)	28%(7.5)	6%(4.5)	#(***)
	1992 ⁿ	—	----(---)	----(---)	----(---)	----(---)	----(---)
Asian Amer/Pacif Isl	2003	84	250 (3.5)	13%(4.0)	87%(4.0)	59%(6.2)	10%(4.7)
	1996 ⁿ	—	----(---)	----(---)	----(---)	----(---)	----(---)
	1992 ⁿ	—	----(---)	----(---)	----(---)	----(---)	----(---)
American Indian	2003	—	----(---)	----(---)	----(---)	----(---)	----(---)
	1996 ⁿ	—	----(---)	----(---)	----(---)	----(---)	----(---)
	1992 ⁿ	—	----(---)	----(---)	----(---)	----(---)	----(---)
Unclassified	2003	—	----(---)	----(---)	----(---)	----(---)	----(---)
	1996 ⁿ	—	----(---)	----(---)	----(---)	----(---)	----(---)
	1992 ⁿ	—	----(---)	----(---)	----(---)	----(---)	----(---)

ⁿ Accommodations were not permitted for this assessment
Percentage rounds to zero.
— Sample size is insufficient to permit a reliable estimate.
(***) Standard error estimates cannot be accurately determined.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 1996 and 1992 Mathematics Assessments.

NAEP -- Delaware/Mathematics Composite/Grade 4/ 1992, 1996 and 2003
Gaps and changes in gaps for selected subgroups
Gaps in Average Scale Scores (with Standard Errors in Parentheses)

Gap between Male and Female

	Male	Female	
	Average Scale Score	Average Scale Score	Difference
2003	236.9 (0.8)	234.8 (0.7)	2.0 (1.1)
1996 ⁿ	215.5 (1.4)	214.5 (1.1)	1.0 (1.8)
1992 ⁿ	219.0 (1.2)	216.8 (1.2)	2.2 (1.7)

From 1996ⁿ to 2003, the change in the gap was 1(2.1), which does not represent a significant difference between the two years.
 From 1992ⁿ to 2003, the change in the gap was 0(2.0), which does not represent a significant difference between the two years.

Gap between White and Black (race/ethnicity from school records)

	White	Black	
	Average Scale Score	Average Scale Score	Difference
2003	244.4 (0.6)	222.6 (0.8)	21.9 (1.0)
1996 ⁿ	224.8 (0.9)	194.1 (1.9)	30.7 (2.1)
1992 ⁿ	226.5 (0.8)	196.6 (1.5)	29.8 (1.7)

From 1996ⁿ to 2003, the change in the gap was 9(2.3), indicating a narrowing of the gap between the two years.
 From 1992ⁿ to 2003, the change in the gap was 8(2.0), indicating a narrowing of the gap between the two years.

Gap between White and Hispanic (race/ethnicity from school records)

	White	Hispanic	
	Average Scale Score	Average Scale Score	Difference
2003	244.4 (0.6)	225.8 (1.8)	18.7 (1.9)
1996 ⁿ	224.8 (0.9)	193.5 (5.3)	31.3 (5.3)
1992 ⁿ	226.5 (0.8)	--- (---)	--- (---)

From 1996ⁿ to 2003, the change in the gap was 13(5.7), indicating a narrowing of the gap between the two years.

Gap between Not Eligible and Eligible for Free/Reduced-Price Lunch

	Not Eligible	Eligible	Difference
	Average Scale Score	Average Scale Score	
2003	243.1 (0.7)	225.0 (0.7)	18.1 (1.0)
1996 ⁿ	226.8 (1.0)	199.4 (1.5)	27.3 (1.8)

From 1996ⁿ to 2003, the change in the gap was 9(2.1), indicating a narrowing of the gap between the two years.

Gap between 90th and 10th Percentile

	90th Percentile	10th Percentile	Difference
	Scale Score	Scale Score	
2003	268.0 (1.0)	203.1 (0.9)	65.0 (1.4)
1996 ⁿ	257.0 (2.1)	170.0 (2.3)	87.0 (3.1)
1992 ⁿ	258.9 (1.4)	176.9 (1.7)	82.0 (2.2)

From 1996ⁿ to 2003, the change in the gap was 22(3.4), indicating a narrowing of the gap between the two years.

From 1992ⁿ to 2003, the change in the gap was 17(2.6), indicating a narrowing of the gap between the two years.

--- Sample size is insufficient to permit a reliable estimate.

ⁿ Accommodations were not permitted for this assessment

Note: Score differences are calculated based on differences between unrounded average scale scores. In this table, significance tests were carried out for all changes in gaps. All other observed differences are not necessarily [statistically significant](#).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1996 and 2003 Mathematics Assessments

NAEP -- Delaware/Mathematics Composite/Grade 8/2003

Student race/ethnicity based on student responses to two background questions, with instructions to fill in one or more (student-reported) [DRACEM]

Percentage of Students At or Above Each Achievement Level (with Standard Errors in Parentheses)

	N	Average Scale Score	Below Basic	At or Above Basic	At or Above Proficient	At Advanced
White	1277	288 (0.9)	18% (1.3)	82% (1.3)	36% (1.4)	6% (1.0)
Black	562	259 (1.3)	55% (3.1)	45% (3.1)	7% (1.6)	# (***)
Hispanic	342	264 (2.2)	44% (3.2)	56% (3.2)	15% (2.1)	2% (0.9)
Asian/Pacif Islander	—	--- (---)	--- (---)	--- (---)	--- (---)	--- (---)
Amer Ind/Alaska Natv	—	--- (---)	--- (---)	--- (---)	--- (---)	--- (---)
More Than One	188	278 (2.5)	31% (3.3)	69% (3.3)	25% (3.8)	5% (1.8)
Unclassified	—	--- (---)	--- (---)	--- (---)	--- (---)	--- (---)

Percentage rounds to zero.

— Sample size is insufficient to permit a reliable estimate.

(***) Standard error estimates cannot be accurately determined.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessments.

NAEP -- Delaware/Mathematics Composite/Grade 8/ 1990, 1992, 1996 and 2003

Gaps and changes in gaps for selected subgroups

Gaps in Average Scale Scores (with Standard Errors in Parentheses)

Gap between Male and Female

	Male	Female	
	Average Scale Score	Average Scale Score	Difference
2003	278.4 (1.0)	275.9 (1.0)	2.6 (1.4)
1996 ⁿ	268.9 (1.8)	264.7 (1.5)	4.1 (2.4)
1992 ⁿ	263.6 (1.4)	262.1 (1.2)	1.5 (1.9)
1990 ⁿ	259.9 (1.6)	261.5 (1.6)	-1.6 (2.2)

From 1996ⁿ to 2003, the change in the gap was 2(2.7), which does not represent a significant difference between the two years.

From 1992ⁿ to 2003, the change in the gap was 1(2.3), which does not represent a significant difference between the two years.

From 1990ⁿ to 2003, the change in the gap was 4(2.6), which does not represent a significant difference between the two years.

Gap between White and Black (race/ethnicity from school records)

	White	Black	
	Average Scale Score	Average Scale Score	Difference
2003	286.7 (0.8)	260.3 (0.9)	26.4 (1.3)
1996 ⁿ	274.9 (1.2)	244.1 (2.3)	30.7 (2.6)
1992 ⁿ	271.6 (1.0)	241.4 (1.7)	30.3 (2.0)
1990 ⁿ	268.1 (1.0)	240.7 (1.8)	27.4 (2.0)

From 1996ⁿ to 2003, the change in the gap was 4(2.9), which does not represent a significant difference between the two years.

From 1992ⁿ to 2003, the change in the gap was 4(2.3), which does not represent a significant difference between the two years.

From 1990ⁿ to 2003, the change in the gap was 1(2.4), which does not represent a significant difference between the two years.

Gap between White and Hispanic (race/ethnicity from school records)

	White	Hispanic	
	Average Scale Score	Average Scale Score	Difference
2003	286.7 (0.8)	257.2 (3.8)	29.5 (3.9)
1996 ⁿ	274.9 (1.2)	---	---
1992 ⁿ	271.6 (1.0)	---	---
1990 ⁿ	268.1 (1.0)	---	---

NAEP -- Delaware/Mathematics Composite/Grade 8/ 1990, 1992, 1996 and 2003
Gaps and changes in gaps for selected subgroups
Gaps in Average Scale Scores (with Standard Errors in Parentheses)

Gap between Not Eligible and Eligible for Free/Reduced-Price Lunch

	Not Eligible	Eligible	Difference
	Average Scale Score	Average Scale Score	
2003	284.6 (0.8)	260.7 (1.2)	23.9 (1.4)
1996 ⁿ	274.1 (1.1)	246.9 (1.9)	27.2 (2.2)

From 1996ⁿ to 2003, the change in the gap was 3(2.6), which does not represent a significant difference between the two years.

Gap between 90th and 10th Percentile

	90th Percentile	10th Percentile	Difference
	Scale Score	Scale Score	
2003	319.2 (1.4)	234.5 (2.3)	84.7 (2.7)
1996 ⁿ	312.7 (1.3)	222.2 (2.0)	90.5 (2.4)
1992 ⁿ	307.4 (1.4)	217.7 (2.6)	89.7 (2.9)
1990 ⁿ	306.5 (1.6)	215.9 (2.6)	90.6 (3.1)

From 1996ⁿ to 2003, the change in the gap was 6(3.6), which does not represent a significant difference between the two years.

From 1992ⁿ to 2003, the change in the gap was 5(4.0), which does not represent a significant difference between the two years.

From 1990ⁿ to 2003, the change in the gap was 6(4.1), which does not represent a significant difference between the two years.

--- Sample size is insufficient to permit a reliable estimate.

ⁿ Accommodations were not permitted for this assessment

Note: Score differences are calculated based on differences between unrounded average scale scores. In this table, significance tests were carried out for all changes in gaps. All other observed differences are not necessarily [statistically significant](#).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996 and 2003 Mathematics Assessments

SAT

Delaware -- Mean SAT Scores By Race/Ethnicity & Gender, 2004						
Race/Ethnicity	Male			Female		
	Verbal	Math	Combined	Verbal	Math	Combined
American Indian or Alaska Native	519	511	1030	483	457	940
Asian, Asian American or Pacific Islander	525	583	1108	536	575	1111
African American or Black	412	416	828	420	406	826
Mexican or Mexican American	452	460	912	461	476	938
Puerto Rican	449	448	897	449	420	869
Other Hispanic or Latino	493	496	989	474	449	923
White	521	533	1054	513	496	1009
Other	514	512	1026	461	443	904
No Response	532	541	1073	520	505	1025

Source: The College Board, 2004 Profile of College-Bound Seniors - Delaware Report

Student Discipline & Placement Practices

Delaware – Application of Student Discipline Practices, By Race, Ethnicity and Gender -- 2000					
Race/Ethnicity	Gender	Discipline Category			
		Corporal Punishment	Out of School Suspensions	Total Expulsions	Expulsions – Total Cessation of Educational Services
American Indian	Male	2	21	0	0
	Female	0	9	0	0
Asian or Pacific Islander	Male	0	78	0	0
	Female	0	18	0	0
Hispanic	Male	2	507	3	0
	Female	1	228	0	0
Black, Not Hispanic	Male	18	4169	49	12
	Female	3	2420	13	2
White, Not Hispanic	Male	36	4092	67	11
	Female	3	1734	26	2
All Races	Male	58	8867	119	23
	Female	7	4409	39	4

Source: U.S. Department of Education, Office for Civil Rights Elementary and Secondary Survey: 2000

State and National Projections for Enrollment and Selected Items by Race/Ethnicity

State	Delaware					
Students	Number of Students					
Sex	Total					
Race/Ethnicity	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	All Races
Item						
Enrollment	265	2616	6932	34187	68642	112642
Corporal Punishment	2	0	3	21	39	65
Out of School Suspensions	30	96	735	6589	5826	13276
Total Expulsions	0	0	3	62	93	158
Expulsions - Total Cessation of Educational Services	0	0	0	14	13	27
In Gifted/Talented Programs	10	363	142	876	4708	6100
Needing LEP Programs	0	571	2321	437	380	3709
Enrolled in LEP Programs	0	286	1608	189	118	2202
Mental Retardation	3	23	155	1138	923	2242
Emotional Disturbance	1	2	15	288	329	636
Specific Learning Disability	22	27	576	3905	4695	9228
HS Diploma	10	207	183	1492	4136	6028
Certificate of HS Attendance or Completion	0	2	1	26	34	63
Mathematics Advanced Placement	1	67	26	44	763	901
Science Advanced Placement	1	81	24	39	667	813

Source: U.S. Department of Education, Office for Civil Rights, OCR Elementary and Secondary School Survey: 2000

State and National Projections for Enrollment and Selected Items by Race/Ethnicity -- Male Students						
State	Delaware					
Students	Number of Students					
Sex	Male					
Race/Ethnicity	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	All Races
Item						
Enrollment	134	1337	3537	17360	35585	57953
Corporal Punishment	2	0	2	18	36	58
Out of School Suspensions	21	78	507	4169	4092	8867
Total Expulsions	0	0	3	49	67	119
Expulsions - Total Cessation of Educational Services	0	0	0	12	11	23
In Gifted/Talented Programs	3	163	65	353	2282	2866
Needing LEP Programs	0	315	1186	222	206	1930
Enrolled in LEP Programs	0	167	801	92	55	1115
Mental Retardation	1	18	85	684	521	1309
Emotional Disturbance	0	2	11	207	253	473
Specific Learning Disability	15	17	395	2549	3180	6157
HS Diploma	3	95	79	674	2046	2897
Certificate of HS Attendance or Completion	0	1	0	17	19	37
Mathematics Advanced Placement	1	31	20	16	351	419
Science Advanced Placement	0	41	9	12	291	354

Source: U.S. Department of Education, Office for Civil Rights, OCR Elementary and Secondary School Survey: 2000

State and National Projections for Enrollment and Selected Items by Race/Ethnicity -- Female Students						
State	Delaware					
Students	Number of Students					
Sex	Female					
Race/Ethnicity	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	All Races
Item						
Enrollment	131	1279	3395	16827	33057	54689
Corporal Punishment	0	0	1	3	3	7
Out of School Suspensions	9	18	228	2420	1734	4409
Total Expulsions	0	0	0	13	26	39
Expulsions - Total Cessation of Educational Services	0	0	0	2	2	4
In Gifted/Talented Programs	7	200	77	523	2426	3234
Needing LEP Programs	0	256	1135	215	174	1779
Enrolled in LEP Programs	0	119	807	97	63	1087
Mental Retardation	2	5	70	454	402	933
Emotional Disturbance	1	0	4	81	76	163
Specific Learning Disability	7	10	181	1356	1515	3071
HS Diploma	7	112	104	818	2090	3131
Certificate of HS Attendance or Completion	0	1	1	9	15	26
Mathematics Advanced Placement	0	36	6	28	412	482
Science Advanced Placement	1	40	15	27	376	459

Source: U.S. Department of Education, Office for Civil Rights, OCR Elementary and Secondary School Survey: 2000

State and National Projections for Enrollment and Selected Items by Race/Ethnicity						
State	Delaware					
Students	Percentage of Students					
Sex	Total					
Race/Ethnicity	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	All Races
Item						
Enrollment	0.24	2.32	6.15	30.35	60.94	100.00
Corporal Punishment	3.08	0.00	4.62	32.31	60.00	100.00
Out of School Suspensions	0.23	0.72	5.54	49.63	43.88	100.00
Total Expulsions	0.00	0.00	1.90	39.24	58.86	100.00
Expulsions - Total Cessation of Educational Services	0.00	0.00	0.00	51.85	48.15	100.00
In Gifted/Talented Programs	0.16	5.95	2.33	14.36	77.18	100.00
Needing LEP Programs	0.00	15.39	62.58	11.78	10.25	100.00
Enrolled in LEP Programs	0.00	12.99	73.02	8.58	5.36	100.00
Mental Retardation	0.13	1.03	6.91	50.76	41.17	100.00
Emotional Disturbance	0.16	0.31	2.36	45.28	51.73	100.00
Specific Learning Disability	0.24	0.29	6.24	42.32	50.88	100.00
HS Diploma	0.17	3.43	3.04	24.75	68.61	100.00
Certificate of HS Attendance or Completion	0.00	3.17	1.59	41.27	53.97	100.00
Mathematics Advanced Placement	0.11	7.44	2.89	4.88	84.68	100.00
Science Advanced Placement	0.12	9.96	2.95	4.80	82.04	100.00

Source: U.S. Department of Education, Office for Civil Rights, OCR Elementary and Secondary School Survey: 2000

State and National Projections for Enrollment and Selected Items by Race/Ethnicity -- Male Students						
State	Delaware					
Students	Percentage of Students					
Sex	Male					
Race/Ethnicity	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	All Races
Item						
Enrollment	0.12	1.19	3.14	15.41	31.59	51.45
Corporal Punishment	3.08	0.00	3.08	27.69	55.38	89.23
Out of School Suspensions	0.16	0.59	3.82	31.40	30.82	66.79
Total Expulsions	0.00	0.00	1.90	31.01	42.41	75.32
Expulsions - Total Cessation of Educational Services	0.00	0.00	0.00	44.44	40.74	85.19
In Gifted/Talented Programs	0.05	2.67	1.07	5.79	37.41	46.98
Needing LEP Programs	0.00	8.49	31.98	5.99	5.55	52.04
Enrolled in LEP Programs	0.00	7.58	36.38	4.18	2.50	50.64
Mental Retardation	0.04	0.80	3.79	30.51	23.24	58.39
Emotional Disturbance	0.00	0.31	1.73	32.55	39.78	74.37
Specific Learning Disability	0.16	0.18	4.28	27.62	34.46	66.72
HS Diploma	0.05	1.58	1.31	11.18	33.94	48.06
Certificate of HS Attendance or Completion	0.00	1.59	0.00	26.98	30.16	58.73
Mathematics Advanced Placement	0.11	3.44	2.22	1.78	38.96	46.50
Science Advanced Placement	0.00	5.04	1.11	1.48	35.79	43.54
Source: U.S. Department of Education, Office for Civil Rights, OCR Elementary and Secondary School Survey: 2000						

State and National Projections for Enrollment and Selected Items by Race/Ethnicity -- Female Students							
State	Delaware						
Students	Percentage of Students						
Sex	Female						
Race/Ethnicity	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black, Not of Hispanic Origin	White, Not of Hispanic Origin	All Races	
Item							
Enrollment	0.12	1.14	3.01	14.94	29.35	48.55	
Corporal Punishment	0.00	0.00	1.54	4.62	4.62	10.77	
Out of School Suspensions	0.07	0.14	1.72	18.23	13.06	33.21	
Total Expulsions	0.00	0.00	0.00	8.23	16.46	24.68	
Expulsions - Total Cessation of Educational Services	0.00	0.00	0.00	7.41	7.41	14.81	
In Gifted/Talented Programs	0.11	3.28	1.26	8.57	39.77	53.02	
Needing LEP Programs	0.00	6.90	30.60	5.80	4.69	47.96	
Enrolled in LEP Programs	0.00	5.40	36.65	4.41	2.86	49.36	
Mental Retardation	0.09	0.22	3.12	20.25	17.93	41.61	
Emotional Disturbance	0.16	0.00	0.63	12.74	11.95	25.63	
Specific Learning Disability	0.08	0.11	1.96	14.69	16.42	33.28	
HS Diploma	0.12	1.86	1.73	13.57	34.67	51.94	
Certificate of HS Attendance or Completion	0.00	1.59	1.59	14.29	23.81	41.27	
Mathematics Advanced Placement	0.00	4.00	0.67	3.11	45.73	53.50	
Science Advanced Placement	0.12	4.92	1.85	3.32	46.25	56.46	
Source: U.S. Department of Education, Office for Civil Rights, OCR Elementary and Secondary School Survey: 2000							

Delaware -- Projections for Disabled Students and Limited English Proficiency (LEP) Students - Selected Items by Sex				
	Students	Number of Students		
		Sex	Female	Male
Item				
Disabled Student (IDEA) Enrollment		5485	10512	15997
LEP Student Enrollment		1779	1930	3709
LEP Students Receiving Corporal Punishment		1	0	1
LEP Students Receiving Out of School Suspensions		68	212	280
LEP Students - Total Expulsions		0	1	1
LEP Students - Expulsions with Total Cessation of Educational Services		0	0	0
Disabled Students Participating In Gifted/Talented Programs		25	70	95
LEP Students Participating In Gifted/Talented Programs		51	56	107
LEP Students with Mental Retardation		35	78	113
LEP Students with Emotional disturbance		0	0	0
LEP Students with Specific learning disability		74	129	203
Disabled Students Receiving HS Diploma		101	159	260
Disabled Students Receiving Certificate of HS Attendance or Completion		15	29	44
LEP Students Receiving HS Diploma		8	15	23
LEP Students Receiving Certificate of HS Attendance or Completion		2	1	3
Disabled Students Participating in Mathematics advanced placement		0	0	0
Disabled Students Participating in Science advanced placement		0	0	0
LEP Students Participating in Mathematics advanced placement		0	0	0
LEP Students Participating in Science advanced placement		0	0	0
Disabled Students Needing LEP Programs		132	229	361
Disabled Students Enrolled in LEP Programs		62	97	159

Delaware -- Projections for Disabled Students and Limited English Proficiency (LEP) Students - Selected Items by Sex				
	Students	Percentage of Students		
	Sex	Female	Male	Total
Item				
Disabled Student (IDEA) Enrollment		34.29	65.71	100.00
LEP Student Enrollment		47.96	52.04	100.00
LEP Students Receiving Corporal Punishment		100.00	0.00	100.00
LEP Students Receiving Out of School Suspensions		24.29	75.71	100.00
LEP Students - Total Expulsions		0.00	100.00	100.00
LEP Students - Expulsions with Total Cessation of Educational Services		0.00	0.00	0.00
Disabled Students Participating In Gifted/Talented Programs		26.32	73.68	100.00
LEP Students Participating In Gifted/Talented Programs		47.66	52.34	100.00
LEP Students with Mental Retardation		30.97	69.03	100.00
LEP Students with Emotional disturbance		0.00	0.00	0.00
LEP Students with Specific learning disability		36.45	63.55	100.00
Disabled Students Receiving HS Diploma		38.85	61.15	100.00
Disabled Students Receiving Certificate of HS Attendance or Completion		34.09	65.91	100.00
LEP Students Receiving HS Diploma		34.78	65.22	100.00
LEP Students Receiving Certificate of HS Attendance or Completion		66.67	33.33	100.00
Disabled Students Participating in Mathematics advanced placement		0.00	0.00	0.00
Disabled Students Participating in Science advanced placement		0.00	0.00	0.00
LEP Students Participating in Mathematics advanced placement		0.00	0.00	0.00
LEP Students Participating in Science advanced placement		0.00	0.00	0.00
Disabled Students Needing LEP Programs		36.57	63.43	100.00
Disabled Students Enrolled in LEP Programs		38.99	61.01	100.00
Source: U.S. Department of Education, Office for Civil Rights Elementary and Secondary Survey: 2000				

Graduation and Dropout Rates

Delaware Graduation Rates By Race/Ethnicity -- based on Cumulative Promotion Index (CPI)			
Race/Ethnicity	% of Student Population	Graduation Rate	Race/Gap (comparison with White population)
American Indian	0.2	*	---
Asian/Pacific Islander	2.2	*	---
Black	30.4	53.4	-16.3
Hispanic	6.0	42.2	-27.5
White	61.1	69.7	n/a
All students	100.0	64.3	n/a
Source: Orfield, g., Losen, D., Wald, J., & Swanson C. (2004). <i>Losing Our Future: How Minority Youth Are Being Left Behind By the Graduation Rate Crisis</i> . Cambridge, MA: The Civil Rights Project at Harvard University. Contributors: Advocates for Children of New York, The Civil Society Institute.			
*Low coverage - rate not reported because statistic covers less than 50% of student population.			

Annual Dropout Rates By Race/Ethnicity & Gender -- Grades 9-12 -- 2002-2003			
Race/Ethnicity	Male	Female	Both Genders Combined
American Indian	--	--	2.9
Asian	--	--	4.7
Black	9.6	6.4	8.0
Hispanic	13.1	6.0	9.6
White	4.6	3.4	4.0
Total	6.4	4.4	5.4
Source: State of Delaware Department of Education, Delaware Dropouts 2002-2003 Summary Statistics, February 2004.			

School Accountability

Delaware School Accountability Ratings: 2004		
Status	Number	Percentage
Superior	97	56.0%
Commendable	31	17.9%
Academic Review	2	1.1%
Academic Progress - Under Improvement	16	9.2%
Academic Watch - Under Improvement	27	15.6%
Total	173	100%
Source: Delaware Department of Education, http://www.doe.state.ed.us/AAB/DSTP_quarterly_20040915.html		