

# 2006-2007 Delaware School Profile

## Christiana High School

District: Christiana School District  
Grades: 09-12  
Principal: Noreen D. LaSorsa



190 Salem Church Road  
Newark, DE 19713-2998

**Telephone:** (302) 454-2123

**Fax:** (302) 454-3490

**E-mail:**

**URL:**

Welcome to Christiana High School, "Setting a New Standard of Excellence."

CHS is committed to providing each child with the essential knowledge and skills required for students to succeed in the 21st century. The courses offered at CHS are designed to help each child develop into intelligent, responsible, and productive citizens. Our curriculum stimulates academic and intellectual growth, while addressing the needs of the complete individual--socially, emotionally, and physically. To ensure substantive and meaningful education, CHS is guided by three overarching principles: 1. High standards and achievement for all students 2. A Safe and positive school climate 3. Support through strong community and parent involvement. All courses are aligned with State Standards to ensure equity and excellence. Our honors and AP courses challenge students, requiring them to reach new limits of inquiry and research. Staff development and technology focus on increased literacy and applied math within daily instruction.

Our ETP Tutoring Center provides the extra time and support for students to focus on their needs as indicated by their performance on the DSTP. Our extra-curricular offerings focus on enriching our students' educational experience. The CHS staff offer support, structure, respect, and trust to serve as role models for students to ensure lifelong success.

### **Mission:**

"Christiana High School graduates will demonstrate excellence in the essential skills and critical thinking necessary to become lifelong learners and contributing citizens in a diverse society."

### **Goals:**

Committed to quality student academic achievement, the Christiana High School goals are based on ten best practices of "High Schools that Work." (1) Setting high expectations for all students. (2) Increasing access to challenging technical studies. (3) Increasing access to essential and college preparatory concepts in applied workplace strategies. (4) Having students complete challenging academic programs including career and technical core courses. (5) Providing access to work-based and high status school-based learning. (6) Providing time for collaborative efforts by academic and career-area instructors. (7) Insuring each student is actively engaged in learning. (8) Planning in parent, student, teacher, counselor partnerships for future careers. (9) Providing substantive Extra Time Programs to meet individual needs. (10) Assessing and monitoring student and program progress.

2006-2007

Academic Watch

# General Information

## Building

Year Built	1963
Latest Remodeling	2000
Number of Classrooms	93
Air Conditioning	No

## 2007 Graduation Credits

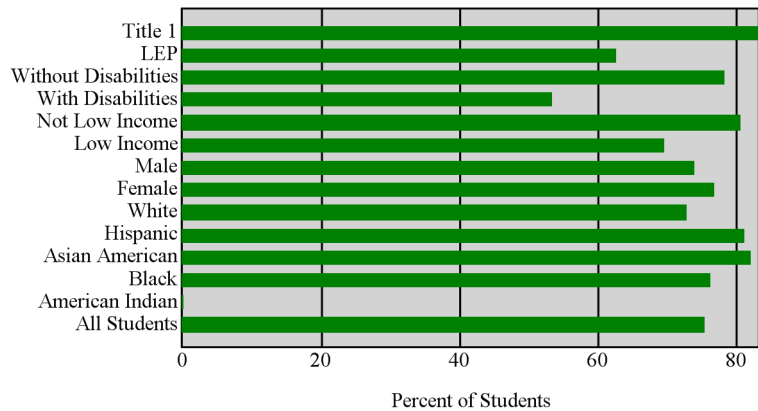
Number Required by State	22.00
Number Required by School	24.00
Average Credits Earned	0
Maximum credits Earned	0

75.09% (202 students) of the Ninth Grade Class four years ago graduated in June

## 2006-2007 Staffing

Teachers	91.0
Librarians	1.0
Instructional Support (Instructional Supervisors & Aides)	13.3
Pupil Support (Guidance, Nurses, etc.)	12.0
School Administrators (Principals & Assistants)	4.0
Secretaries & Related (Clerks, Non-teaching Aides)	8.0
Food Service	11.1
Maintenance / Plant (Includes Custodians)	14.5
Not Elsewhere Classified	2.0
<b>TOTAL Staff</b>	<b>156.9</b>

## 2006 June NCES Graduation Rate



This school met the state requirement to staff each school with at least 98% of the Division I instructional units earned by the unit count.

Yes x  
No

This is a four-year graduation rate. The 9th Grade Class in this school in 2002-2003 was tracked to develop this school's "cohort graduation rate". Graduates, early graduates and dropouts were considered; students who transferred out of the class were not considered in the computation. Some students will become late or summer graduates and others will graduate next year.

## Percent of Days Present

## Annual School Drop-out Rate (Grades 9-12)

	03-04 (09-12)	04-05 (09-12)	2005-2006				Annual School Drop-out Rate (Grades 9-12)						
			2005-2006		2005-2006		2003-2004		2004-2005		2005-2006		
			09	10	11	12	No	Percent	No	Percent	No	Percent	
School	94	95	87	88	87	87	87	135	10.1	90	6.2	106	7.0
District	93	93	89	88	89	90	91	423	8.8	379	7.7	476	9.3
State	93	93	92	92	93	92	93	2,103	6.0	1,883	5.3	1,995	5.5

District and State data for the same grades are used for comparison.

## Parent Involvement:

Christiana High School believes that a child's success is greatly increased through parental support and involvement. We encourage parents and provide opportunities for them to be involved in the academic, social, and emotional development of their child while at CHS. Christiana High School's strong tradition of parental involvement and support for the extracurricular areas, such as music boosters, sports programs, NJROTC, Ag Science, BPA, and many more programs have created a strong communal environment that we wish to continue. CHS also involves parents in the scheduling process through our "Scheduling Night," so parents can review their child's course requests for the upcoming school year. This ensures parents are directly involved with their child's academic planning. In addition, there are partnership opportunities for parents within the Site Council and the PTSA.

## Progress Toward Implementing State Content Standards:

CHS continually strives to improve student achievement on the DSTP through a standards-based curriculum, increased rigor, enhancement programs, and staff development. Classroom instruction in all courses focus on developing students' critical thinking skills through challenging coursework. Teachers develop lessons that incorporate strategies within their content area to improve students' reading, writing, and mathematical skills.

# Student and Instructional Staff

## Fall School Enrollment

	Number of Students	
	2006	2007
Grade 8	38	73
Grade 9	536	394
Grade 10	447	438
Grade 11	279	312
Grade 12	262	290
Total	1562	1507

## Educational Level of Teachers

% Less Than Bachelor	1.1
% Bachelor	29.4
% Bachelor + 15	4.4
% Bachelor + 30	13.0
% Master	18.5
% Master + 15	8.7
% Master + 30	10.9
% Master + 45	14.1
% Doctorate	0.0

## Instructional Staff

Teachers	91.0
Librarians	1.0
Pupil Support	12.0
Total	104.0

## Information about Instructional Staff

### Gender

% Female	61.7
% Male	38.3

## Race/Ethnicity

% American Indian	0.3	0.5
% African American	51.0	52.0
% Asian American	4.1	4.3
% Hispanic	8.6	9.0
% White	36.0	34.1

## 2006-2007 Staffing Ratios

16.6	Students Per Teacher
376.8	Students Per Administrator (Principals, Assistants)
14.4	Students Per Instructional Staff
125.6	Students Per Pupil Support Staff
38.0	School Staff Per Administrator

Ratios are based on fall 2006 enrollment and staff as reported on this school profile

## Race/Ethnicity

% American Indian	0.0
% African American	27.1
% Asian American	0.9
% Hispanic	1.9
% White	70.1

## Other Characteristics

% Limited English Proficient	2.0	5.1
% Low Income	36.0	31.0
% Special Education	14.0	13.4
% Enrolled for Full School Year	90.0	88.8

## School Choice\*

No. Choice Students Enrolled:	48
Percent of School Enrollment:	3.19
Number of New Applicants:	0
No. NCLB Choice Enrolled:	0
Percent of NCLB Choice:	0.0

\*The number of "seats" available in a grade in a school determines if a school can accept Choice students. Some schools were full and announced that applications would not be accepted. Other schools had only a few openings in one or two grade levels. Choice data is supplied by schools.

% With Masters Degree or Above	50.5
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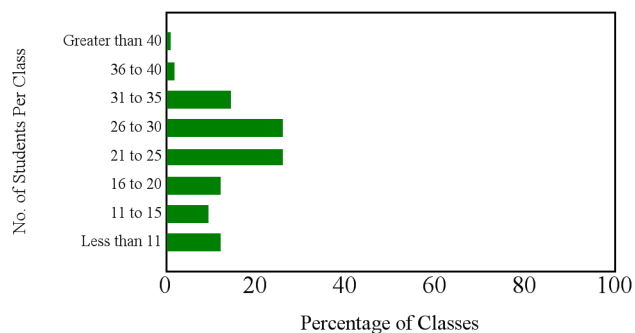
No. Holding National Board for Professional Teaching Standards (NBPTS) Certification	3
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## Year of Teaching Experience

% Less Than 3 Years	17.8
% 3 to 9 Years	30.8
% 10 to 19 Years	25.2
% 20 to 29 Years	12.1
% 30 Or More Years	14.0

## Class size (No. & % of Classes by Class Size)

Total # of Classes = 535



Christiana High School's schedule is designed with the intent to create balanced classes with a minimum of fifteen and a maximum of twenty-seven students. We are committed to the best use of quality instructors in all areas and ensuring students have a variety of academic choices.

## Programs

### Exemplary Programs

CHS offers a challenging and rigorous education for all of its students. We offer a variety of courses that provide students with an enriched balanced education that focuses on developing the whole student. We have outstanding programs in the creative and visual arts, such as marching and concert band, chorus, music history, art, photography, and ceramics. Our four "pathways" include Business, which focuses on marketing, banking, accounting, and software application. Tech. Ed. which specializes in CAD/tech design. An award-winning Agri-Science program with offerings in agritech, animal science, plant science and floriculture. Our fourth pathway is Culinary Arts and Hospitality. Our award-winning Naval Junior Officer Training Corps [NJROTC] program offers navigational skills, drill & ceremony, and service work. CHS is a member of Flight A of the Blue Hen Conference with 24 interscholastic sports programs. Other programs include the National Honors Society, the Peer Mediation Team, the Jazz Band Ensemble, BPA, FCCLA, Journalism, and SGA, along with many other club activities.

### Advanced Placement Offerings and Honors Program

Students are encouraged to excel through AP classes and accredited testing. CHS offers AP classes in all four base subjects in all grade levels. CHS also offers AP Online through APEX learning to allow students to go beyond the classroom. The Honors Program offers a challenging environment in which students can explore and problem-solve both contemporary and historical issues. Honors courses are offered in English, Earth Science, Biology, Chemistry, Physics, Geometry, Algebra II, Pre-Calculus, Calculus, Statistics, Political Science, Economics, World Civilizations, and US History.

### Block Schedule/Ninth Grade Learning Community

CHS operates on an A/B block schedule with 84 minute class periods that alternate every other day. The schedule provides increased instructional time affording teachers more opportunity to complete extended lab experiments, computer-assisted programs, research projects, and standards based instruction. CHS also offers an inclusive ninth-grade academy that aids the transition to high school. The ninth grade academy, housed in the Humanities building, improves student performance through highly structured programs, cross curriculum planning and teaching, and increased parent involvement.

### Pathways

CHS offers four pathways that allow students to study an area of their choice extensively. Each pathway: AgriScience, Business, Technology Education, and Culinary Arts and Hospitality offer a range of classes that provide students an intense in-depth study of that subject. Each pathway also has an established program that competes on state and national levels. These programs, the BPA, FFA, TSA, DECA, and FCCLA equip students with knowledge, skills, and experience, that help prepare them for their future.

### School-to-Work and Co-op Programs

CHS offers a capstone to our four pathways through its partnership programs with businesses and higher education (Fleet Bank, MBNA, the University of Delaware, Del. Tech., and other sponsors). Students benefit from the School to Work program by receiving enhanced education, paid employment, technology applications, and involvement in career workshops. Also, CHS coordinates with Christiana Care so students in Anatomy and Physiology gain field experience and exposure in the Allied Health field.

### NJROTC

Naval Junior Officer Training Corps at Christiana High School provides students with experience in leadership, esteem-building, teamwork, patriotism, drill and ceremony and community service. The members of the program have received numerous state, regional, and national awards. The members provide community service by working with special needs students at local schools, supporting veteran programs, and participating in local parades. The members also support CHS by volunteering whenever needed.

### Library Information

Size of Collection:	20,962 Items
Percent of Collection Less than 10 Years Old:	50%
On-Line Card Catalog:	Yes
Catalog Networked Throughout School:	Yes
Automated Circulation System (Bar codes used to track circulation):	Yes
Percent of School Day Library is Available for Students and Staff to Use on Unscheduled Basis:	100%
Number of Internet Workstations:	33
Number of Hours Per Week Library is Open Beyond Normal School Day:	0

### Advanced Placement (AP)

	2004	2005	2006
No. of AP Courses Offered	11	15	14
No. of Students Enrolled	78	0	270
No. of Exams Taken	83	352	402
Total No. of Exams With Qualifying Score*	15	49	49

\*AP Exams are scored on a 1-5 scale; Qualifying scores are 3,4 and 5

### Class of 2006 Public School Scholastic Assessment Test (SAT I) Scores

	<u>School</u>	<u>District</u>	<u>State</u>	<u>National*</u>
Math	443	478	487	518
Critical Reading	450	475	479	503
Writing	433	464	469	497
Number Participating	157	666	4528	1465744
Percentage Participating	60	68	62	0

Taking the SAT is an option for high school students. Those planning to continue their education generally take the test. \*National data are public/non-public combined. Data are provided by the College Board.

# School Safety And Discipline

## Out-of-School Suspensions and Expulsions (minimum of one day)

School Year	Number of Suspensions	Number of Expulsions	Total Number of Students Suspended or Expelled	September 30 Enrollment	Number of Students Suspended/Expelled as a Percentage of Enrollments	District Percentage	State Percentage
2005-06	1515	0	591	1562	37.8	17.3	12.8

## 2005-06 School Conduct Report

Offenses required to be reported under Title 14, Delaware Code §4112 and/or DOE policy

	School Total	District Total	State Total
<b>School Crimes (Title 14, Delaware Code §4112)</b>	<b>69</b>	<b>302</b>	<b>1349</b>
Violent Felonies (Title 11, Delaware Code §4201(c))	2	8	40
Gun-Free School Offenses: Handgun, Rifle, Shotgun, Starter Gun, Explosives/Incendiary Device	0	1	4
Weapon Offenses: Destructive Weapon, Dangerous Weapon, Dangerous Instrument, Pellet Gun, BB Gun, Knife, Razor Blade/Box Cutter, Brass Knuckles, Bat, Club, Martial Arts Throwing Star	19	68	242
Drug Offenses (Title 16, Delaware Code)	8	40	316
Assault III (Title 11, Delaware Code §611)	11	62	221
Unlawful Sexual Contact (Title 11, Delaware Code §767)	1	2	21
Offensive Touching of an Employee/Volunteer (Title 11, Delaware Code §601)	15	79	373
Terroristic Threatening of an Employee/Volunteer (Title 11, Delaware Code §621)	13	42	132
<b>Department of Education (DOE) Offenses</b>	<b>241</b>	<b>2775</b>	<b>9216</b>
Pornography: Possession and Production	0	0	22
Bomb Threats	0	1	16
Criminal Mischief (Vandalism)	18	66	214
Tampering with Public Records	7	9	20
Alcohol, Possession and Use	5	21	92
Felony Theft Offenses ( \$1,000 or More)	1	3	4
Bullying	5	106	474
Offensive Touching of a Student	52	1222	3478
Terroristic Threatening of a Student	11	72	242
Sexual Harassment (Title 11, Delaware Code § 763)	5	58	140
Fighting/Disorderly Conduct	125	1191	4427
Inhalants	0	1	5
Drug Paraphernalia	12	25	82

School Safety	Policy in Place	
	Yes	No
School/Police Relations Memorandum of Understanding (MOU)	X	
Gun-Free Schools Act Policy	X	
Student Rights & Responsibilities (Code of Conduct)	X	
Community Notification of Sex Offenders Policy/Procedures	X	
Unsafe School Choice Option Policy	X	
Student Travel Protocol	X	
Crisis Response Plan	X	
School Safety Audit	X	
Discipline Data Entry Policy & Procedures	X	

*The goal of the school climate and discipline program is to promote necessary components of a healthy school climate; to support learning and contribute to students' health by minimizing distractions; physical, psychological, and social hazards; creating a climate in which students and school staff do their best work; expecting that all students can succeed; and implementing supporting policies. This goal is accomplished by having in place collaborative relationships, an effective evaluation process, technical assistance and resources to ensure that schools are designed to provide a safe, healthy, and supportive environment that fosters learning.*

# Teacher Qualifications

States will be required under NCLB to report the percentage of classes taught by highly qualified teachers beginning with the 2005-2006 school year. The reporting is done on a class basis, e.g., the number/percent of mathematics classes taught by highly qualified teachers. The reason is that a teacher may teach more than one class and in more than one NCLB Content Area. Thus, to assure that every student has a highly qualified teacher, the data collection and reporting must be done on a class basis. Elementary teachers are viewed as generalists and are considered as teaching one class.

The term “NCLB Content Areas” means classes that contain instruction in English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Section 9101(11)].

## Percentage of Classes Taught by Highly Qualified Teachers

<i>NCLB Content Area</i>	<i>% Highly Qualified</i>	<i>% Not Qualified</i>
Arts	100	0
English	96	4
Foreign Languages	96	4
History	100	0
Mathematics	100	0
Reading/Language Arts	40	60
Science	80	20
Social Studies	100	0
<b>Total</b>	95	5

**Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Provisional Certification**

4.46

# 2007 Delaware School Accountability System - Growth Model

The Growth Model's Value Targets parallel the percent proficient target requirements in the Original Model. If 100% of the students in a subgroup were scoring proficient in the Original Model, the corresponding Growth Model's value for this subgroup would be 300, the maximum value.

Therefore, in 2007 the growth value targets that correspond to the percent proficient targets would be 204 for reading and 150 for Math. These growth targets were calculated as follows: The 2007 reading proficiency target is 68%; .68 times 300 equals 204, the 2007 growth target for Reading. For math it is 50% of 300, or 150 .

The Growth Value targets increase over time until the target value reaches 300, 100% proficient, just as it is in the Original Model.

## 2007 AYP Growth Model Performance Calculation

### Christiana High (330390)

### Below Growth Target (B)

2007 Reading Average Growth Target = 204. 2007 Math Average Growth Target = 150

Category	Reading Growth Avg	Reading Growth Flag	Math Growth Avg	Math Growth Flag
All Students	182.71	N	121.73	N
American Indian	300	<15	300	<15
Black	154.18	N	94.02	N
Asian	218.18	-	213.04	-
Hispanic	181.6	N	132.46	N
White	226.34	-	153.59	-
English Language Learners	87.5	<15	94.12	N
Special Education	69.48	N	34.38	N
Economically Disadvantaged	138.2	N	89.24	N

"-" means that the target for this cell was met. "<15" means that the number of eligible students was less than 15. "N" means that the target for this cell was not met.

### Growth Value Target Table

Test Year	Reading Target	Math Target
2006	186	123
2007	204	150
2008	204	150
2009	219	174
2010	237	201
2011	252	225
2012	267	249
2013	285	276
2014	300	300

### Growth Value Table Grade 2 to 3

Grade 2 Level	Grade 3 Level				
	Level 1A	Level 1B	Level 2A	Level 2B	Proficient
Below	0	0	0	200	300
Meets	0	0	0	0	300

### Growth Value Table Grade 4 to 10

Year 1 Level	Year 2 Level				
	Level 1A	Level 1B	Level 2A	Level 2B	Proficient
Level 1A	0	150	225	250	300
Level 1B	0	0	175	225	300
Level 2A	0	0	0	200	300
Level 2B	0	0	0	0	300
Proficient	0	0	0	0	300



# 2007 Delaware School Accountability System

Delaware's Adequate Yearly Progress (AYP) Accountability system, which determines ratings for schools, is based on the performance of students taught in each school rather than just tested in the school. A student's Delaware Student Testing Program (DSTP) results are assigned to the school(s) that the student attended.

Annual measurable target percentages have been established in Delaware for both reading/language arts and mathematics. 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 meeting Adequate Yearly Progress or AYP requirements. Schools must also meet State Progress 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. A school will receive an overall rating determined by a combination of AYP and State Progress 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.

## 2007 School Rating Status: Academic Watch - Under School Improvement

### Adequate Yearly Progress Status: Below Target

Subgroup	ELA % Meeting/Exceeding Standards		ELA % Participation	Math % Meeting/Exceeding Standards		Math % Participation	Graduation Rate
State 2007 Goal	68		95	50		95	79.5
All Students	53	N	95	31	N	95	74
American Indian	*	*	*	*	*	*	
Asian American	*		*	*		*	
African American	45	N	94	22	N	94	
Hispanic	(42)		(99)	(29)		(100)	
White	66	M	96	41	N	97	
Limited English	*	*	*	*	*	*	
Special Education	14	N	88	8	N	91	
Low Income	37	N	93	20	N	95	

- M** means this cell met the Target Percentage or this cell met the target percentage with a confidence interval applied and Safe Harbor was not needed
- N** means this cell did not meet Safe Harbor (did not have a 10% reduction in the # of students who did not meet/exceed standards) OR did not maintain or improve their Other Indicator score
- S** means this cell did not meet the Target Percentage, but did qualify for Safe Harbor status
- \*** means that the number of eligible students was less than 15 and, therefore, not reported
- (%)** indicate that the number of students in that cell was <40 and was not used in accountability calculations, but was >15 and, therefore, reported

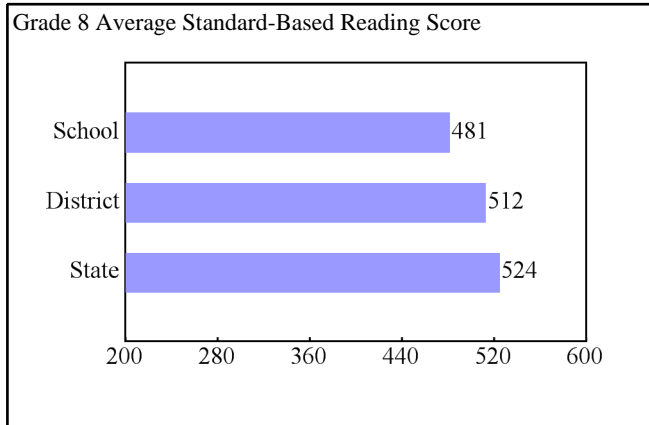
### State Progress Status: Below Target (Composite Score = 54.83, Percent Increase = 1.57)

2007 Composite Score Target	Improvement	Rating
75.00 to 125.00	Or 6.00% increase or more	Above Target
61.00 to 74.99	And 1.00% increase or more	Meet Target
45.00 to 60.99	And 2.00% increase or more	Meet Target
0.00 to 44.99	-	Below Target



# Student Achievement

## Spring 2007 DSTP Results for Reading (DSTP Readiness Academy)



### Most Recent Two Year Trend in Student DSTP Performance - (Percentage of Students Meeting or Exceeding the Standards)

	2006	2007	Gain/ Loss
All Grade 8	46.7%	40.7%	-6
American Indian	-	-	-
African American	-	-	-
Asian	-	-	-
Hispanic	-	-	-
White	-	-	-
Female	77.8%	42.1%	-36
Male	-	-	-
Low-Income	50.0%	26.7%	-23
Not Low-Income	-	-	-
With Disabilities	-	-	-
Without Disabilities	60.0%	47.8%	-12
LEP	-	-	-
Title 1	-	-	-
Migrant	-	-	-

### GRADE 8 - Reading

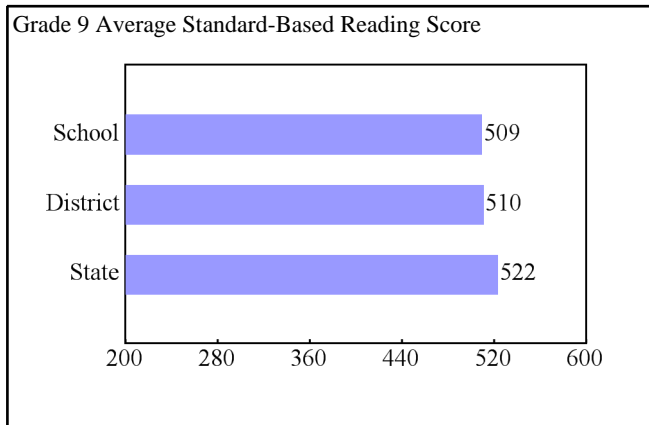
Number of Assessed Students who Meet or Exceed the Standards in Reading	11
Percent of Assessed Students who Meet or Exceed the Standards in Reading	40.7%
National Percentile Rank on SAT Reading	41

### Grade 8 - Reading

	Standards-Based Score		Student Performance Level - Percent of Students					% Eligible Not Tested	% Meeting or Exceeding Standards
	N	Mean	Well Below	Below	Meets	Exceeds	Distinguished		
Grade 8 DE Students	9310	523.81	5.3	12.9	61.7	16.3	< 5.0	1.1%	81.9
Christiana High	27	480.59	29.6	29.6	40.7	< 5.0	< 5.0	9.4%	40.7
American Indian	0	-	-	-	-	-	-	-	-
African American	14	-	-	-	-	-	-	-	-
Asian	0	-	-	-	-	-	-	-	-
Hispanic	5	-	-	-	-	-	-	-	-
White	8	-	-	-	-	-	-	-	-
Female	19	484.63	26.3	31.6	42.1	< 5.0	< 5.0	0%	42.1
Male	8	-	-	-	-	-	-	-	-
Low-Income	15	-	-	-	-	-	-	11.1%	-
Not Low-Income	12	-	-	-	-	-	-	-	-
With Disabilities	4	-	-	-	-	-	-	-	-
Without Disabilities	23	489.87	17.4	34.8	47.8	< 5.0	< 5.0	8.0%	47.8
LEP	2	-	-	-	-	-	-	-	-
Not LEP	25	483.28	28.0	28.0	44.0	< 5.0	< 5.0	10.0%	44.0
Title 1	0	-	-	-	-	-	-	-	-
Not Title 1	27	480.59	29.6	29.6	40.7	< 5.0	< 5.0	9.4%	40.7
Migrant	0	-	-	-	-	-	-	-	-
Not Migrant	27	480.59	29.6	29.6	40.7	< 5.0	< 5.0	9.4%	40.7

# Student Achievement

## Spring 2007 DSTP Results for Reading



### Most Recent Two Year Trend in Student DSTP Performance - (Percentage of Students Meeting or Exceeding the Standards)

	2006	2007	Gain/ Loss
All Grade 9	62.3%	64.2%	2
American Indian	-	-	-
African American	55.6%	53.2%	-2
Asian	73.3%	73.3%	0
Hispanic	55.3%	68.4%	13
White	74.2%	79.5%	5
Female	70.7%	74.2%	4
Male	54.9%	55.1%	0
Low-Income	52.7%	55.0%	2
Not Low-Income	68.6%	70.3%	2
With Disabilities	19.0%	21.4%	2
Without Disabilities	68.3%	69.5%	1
LEP	-	-	-
Title 1	-	-	-
Migrant	-	-	-

### GRADE 9 - Reading

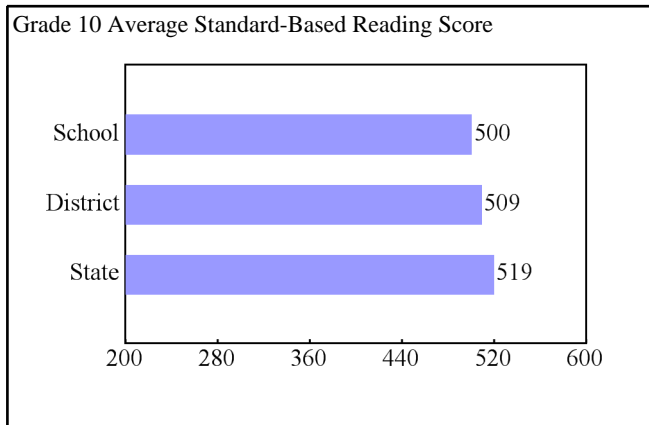
Number of Assessed Students who Meet or Exceed the Standards in Reading	244
Percent of Assessed Students who Meet or Exceed the Standards in Reading	64.2%
National Percentile Rank on SAT Reading	62

### Grade 9 - Reading

	Standards-Based Score		Student Performance Level - Percent of Students					% Eligible Not Tested	% Meeting or Exceeding Standards
	N	Mean	Well Below	Below	Meets	Exceeds	Distinguished		
Grade 9 DE Students	10163	522.29	10.0	15.6	55.8	12.7	6.0	4.7%	74.5
Christiana High	380	508.83	13.2	22.6	54.5	6.8	< 5.0	6.8%	64.2
American Indian	2	-	-	-	-	-	-	-	-
African American	203	496.64	18.7	28.1	48.8	< 5.0	< 5.0	6.8%	53.2
Asian	15	-	-	-	-	-	-	0%	-
Hispanic	38	514.45	5.3	26.3	55.3	7.9	5.3	9.3%	68.4
White	122	526.11	5.7	14.8	62.3	12.3	< 5.0	6.8%	79.5
Female	182	518.47	9.3	16.5	60.4	8.2	5.5	4.2%	74.2
Male	198	499.96	16.7	28.3	49.0	5.6	< 5.0	9.0%	55.1
Low-Income	151	496.99	18.5	26.5	53.0	< 5.0	< 5.0	6.8%	55.0
Not Low-Income	229	516.63	9.6	20.1	55.5	10.5	< 5.0	6.8%	70.3
With Disabilities	42	465.79	45.2	33.3	21.4	< 5.0	< 5.0	13.2%	21.4
Without Disabilities	338	514.17	9.2	21.3	58.6	7.7	< 5.0	5.8%	69.5
LEP	5	-	-	-	-	-	-	-	-
Not LEP	375	509.17	13.1	22.4	54.7	6.9	< 5.0	6.6%	64.5
Title 1	0	-	-	-	-	-	-	-	-
Not Title 1	380	508.83	13.2	22.6	54.5	6.8	< 5.0	6.8%	64.2
Migrant	0	-	-	-	-	-	-	-	-
Not Migrant	380	508.83	13.2	22.6	54.5	6.8	< 5.0	6.8%	64.2

# Student Achievement

## Spring 2007 DSTP Results for Reading



### Most Recent Two Year Trend in Student DSTP Performance - (Percentage of Students Meeting or Exceeding the Standards)

	2006	2007	Gain/ Loss
All Grade 10	55.8%	51.0%	-5
American Indian	-	-	-
African American	44.7%	43.9%	-1
Asian	80.0%	66.7%	-13
Hispanic	42.9%	39.3%	-4
White	69.9%	66.0%	-4
Female	64.2%	54.9%	-9
Male	48.4%	47.0%	-1
Low-Income	44.1%	27.5%	-17
Not Low-Income	61.6%	62.1%	0
With Disabilities	7.1%	14.3%	7
Without Disabilities	62.3%	56.2%	-6
LEP	-	-	-
Title 1	-	-	-
Migrant	-	-	-

### GRADE 10 - Reading

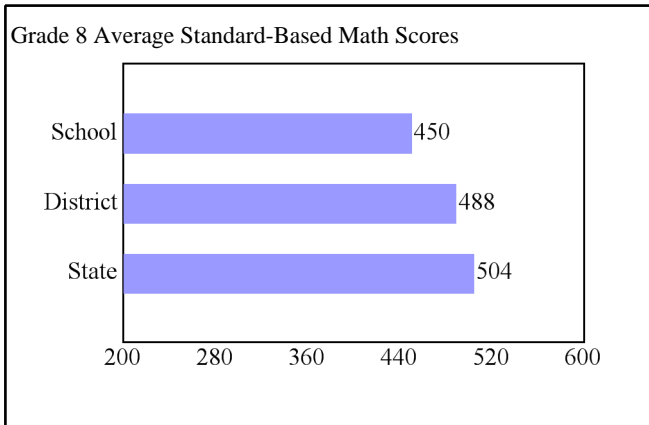
Number of Assessed Students who Meet or Exceed the Standards in Reading	174
Percent of Assessed Students who Meet or Exceed the Standards in Reading	51%
National Percentile Rank on SAT Reading	61

### Grade 10 - Reading

	Standards-Based Score		Student Performance Level - Percent of Students					% Eligible Not Tested	% Meeting or Exceeding Standards
	N	Mean	Well Below	Below	Meets	Exceeds	Distinguished		
Grade 10 DE Students	8180	519.47	8.5	19.0	61.5	8.9	< 5.0	2.1%	72.4
Christiana High	341	500.43	21.4	27.6	44.3	5.6	< 5.0	6.2%	51.0
American Indian	0	-	-	-	-	-	-	-	-
African American	198	495.42	25.8	30.3	37.9	5.1	< 5.0	7.0%	43.9
Asian	15	-	-	-	-	-	-	0%	-
Hispanic	28	488.43	35.7	25.0	32.1	< 5.0	< 5.0	3.4%	39.3
White	100	510.67	10.0	24.0	60.0	6.0	< 5.0	6.4%	66.0
Female	175	504.09	16.6	28.6	48.0	5.1	< 5.0	5.8%	54.9
Male	166	496.58	26.5	26.5	40.4	6.0	< 5.0	6.7%	47.0
Low-Income	109	482.55	36.7	35.8	23.9	< 5.0	< 5.0	7.5%	27.5
Not Low-Income	232	508.84	14.2	23.7	53.9	6.9	< 5.0	5.6%	62.1
With Disabilities	42	464.40	59.5	26.2	14.3	< 5.0	< 5.0	15.1%	14.3
Without Disabilities	299	505.49	16.1	27.8	48.5	6.4	< 5.0	4.8%	56.2
LEP	11	-	-	-	-	-	-	-	-
Not LEP	330	502.15	19.7	27.6	45.8	5.8	< 5.0	6.5%	52.7
Title 1	0	-	-	-	-	-	-	-	-
Not Title 1	341	500.43	21.4	27.6	44.3	5.6	< 5.0	6.2%	51.0
Migrant	0	-	-	-	-	-	-	-	-
Not Migrant	341	500.43	21.4	27.6	44.3	5.6	< 5.0	6.2%	51.0

# Student Achievement

## Spring 2007 DSTP Results for Mathematics (DSTP Readiness Academy)



### Most Recent Two Year Trend in Student DSTP Performance - (Percentage of Students Meeting or Exceeding the Standards)

	2006	2007	Gain or Loss
All Grade 8	0%	11.1%	11
American Indian	-	-	-
African American	-	-	-
Asian	-	-	-
Hispanic	-	-	-
White	-	-	-
Female	0%	11.1%	11
Male	-	-	-
Low-Income	0%	12.5%	12
Not Low-Income	-	-	-
With Disabilities	-	-	-
Without Disabilities	0%	14.3%	14
LEP	-	-	-
Title 1	-	-	-
Migrant	-	-	-

### GRADE 8 - Mathematics

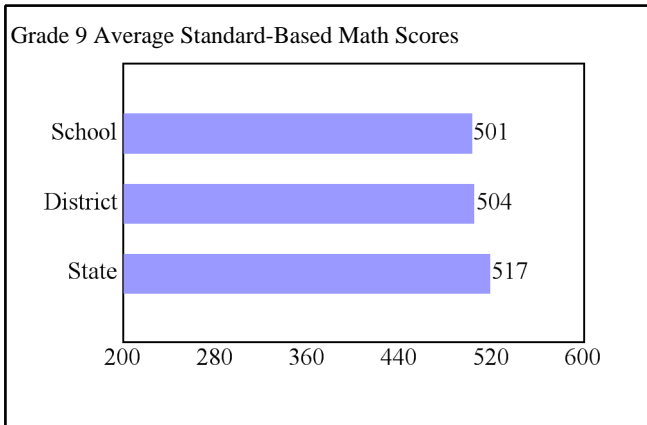
Number of Assessed Students who Meet or Exceed the Standards in Math	3
Percent of Assessed Students who Meet or Exceed the Standards in Math	11.1%
National Percentile Rank on SAT Math	22

### Grade 8 - Mathematics

	Standards-Based Score		Student Performance Level - Percent of Students					% Eligible Not Tested	% Meeting or Exceeding Standards
	N	Mean	Well Below	Below	Meets	Exceeds	Distinguished		
Grade 8 DE Students	9949	503.75	23.3	15.4	32.3	12.9	16.0	1.0%	61.2
Christiana High	27	449.74	74.1	14.8	11.1	< 5.0	< 5.0	15.6%	11.1
American Indian	0	-	-	-	-	-	-	-	-
African American	14	-	-	-	-	-	-	-	-
Asian	0	-	-	-	-	-	-	-	-
Hispanic	5	-	-	-	-	-	-	-	-
White	8	-	-	-	-	-	-	-	-
Female	18	448.06	77.8	11.1	11.1	< 5.0	< 5.0	10.0%	11.1
Male	9	-	-	-	-	-	-	-	-
Low-Income	16	446.50	68.8	18.8	12.5	< 5.0	< 5.0	11.1%	12.5
Not Low-Income	11	-	-	-	-	-	-	-	-
With Disabilities	6	-	-	-	-	-	-	-	-
Without Disabilities	21	457.81	71.4	14.3	14.3	< 5.0	< 5.0	16.0%	14.3
LEP	2	-	-	-	-	-	-	-	-
Not LEP	25	448.72	76.0	16.0	8.0	< 5.0	< 5.0	16.7%	8.0
Title 1	0	-	-	-	-	-	-	-	-
Not Title 1	27	449.74	74.1	14.8	11.1	< 5.0	< 5.0	15.6%	11.1
Migrant	0	-	-	-	-	-	-	-	-
Not Migrant	27	449.74	74.1	14.8	11.1	< 5.0	< 5.0	15.6%	11.1

# Student Achievement

## Spring 2007 DSTP Results for Mathematics



### Most Recent Two Year Trend in Student DSTP Performance - (Percentage of Students Meeting or Exceeding the Standards)

	2006	2007	Gain or Loss
All Grade 9	32.3%	35.1%	3
American Indian	-	-	-
African American	22.8%	23.1%	0
Asian	71.4%	53.3%	-18
Hispanic	29.7%	35.9%	6
White	45.7%	52.0%	6
Female	30.5%	36.8%	6
Male	33.9%	33.7%	0
Low-Income	21.7%	27.2%	6
Not Low-Income	39.3%	40.3%	1
With Disabilities	8.2%	6.5%	-2
Without Disabilities	36.2%	39.0%	3
LEP	-	-	-
Title 1	-	-	-
Migrant	-	-	-

### GRADE 9 - Mathematics

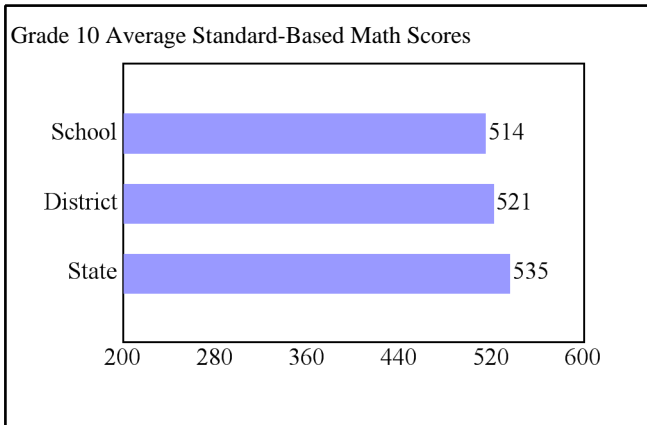
Number of Assessed Students who Meet or Exceed the Standards in Math	136
Percent of Assessed Students who Meet or Exceed the Standards in Math	35.1%
National Percentile Rank on SAT Math	63

### Grade 9 - Mathematics

	Standards-Based Score		Student Performance Level - Percent of Students					% Eligible Not Tested	% Meeting or Exceeding Standards
	N	Mean	Well Below	Below	Meets	Exceeds	Distinguished		
Grade 9 DE Students	10672	516.82	22.1	27.0	33.3	7.3	10.3	4.5%	50.9
Christiana High	387	501.10	31.5	33.3	29.7	< 5.0	< 5.0	6.3%	35.1
American Indian	2	-	-	-	-	-	-	-	-
African American	208	490.50	40.4	36.5	21.6	< 5.0	< 5.0	5.9%	23.1
Asian	15	-	-	-	-	-	-	0%	-
Hispanic	39	507.10	20.5	43.6	28.2	< 5.0	5.1	7.0%	35.9
White	123	514.62	19.5	28.5	43.1	< 5.0	< 5.0	7.5%	52.0
Female	185	503.89	25.9	37.3	30.8	< 5.0	< 5.0	3.6%	36.8
Male	202	498.55	36.6	29.7	28.7	< 5.0	< 5.0	8.6%	33.7
Low-Income	151	494.13	40.4	32.5	24.5	< 5.0	< 5.0	7.9%	27.2
Not Low-Income	236	505.56	25.8	33.9	33.1	< 5.0	< 5.0	5.2%	40.3
With Disabilities	46	467.76	78.3	15.2	6.5	< 5.0	< 5.0	13.2%	6.5
Without Disabilities	341	505.60	25.2	35.8	32.8	< 5.0	< 5.0	5.3%	39.0
LEP	5	-	-	-	-	-	-	-	-
Not LEP	382	501.25	31.4	33.2	29.8	< 5.0	< 5.0	6.1%	35.3
Title 1	0	-	-	-	-	-	-	-	-
Not Title 1	387	501.10	31.5	33.3	29.7	< 5.0	< 5.0	6.3%	35.1
Migrant	0	-	-	-	-	-	-	-	-
Not Migrant	387	501.10	31.5	33.3	29.7	< 5.0	< 5.0	6.3%	35.1

# Student Achievement

## Spring 2007 DSTP Results for Mathematics



### Most Recent Two Year Trend in Student DSTP Performance - (Percentage of Students Meeting or Exceeding the Standards)

	2006	2007	Gain or Loss
All Grade 10	33.5%	30.7%	-3
American Indian	-	-	-
African American	23.1%	21.7%	-1
Asian	66.7%	66.7%	0
Hispanic	25.0%	32.1%	7
White	45.5%	42.7%	-3
Female	30.5%	30.6%	0
Male	36.1%	30.8%	-5
Low-Income	22.5%	19.5%	-3
Not Low-Income	39.1%	36.0%	-3
With Disabilities	6.8%	4.3%	-2
Without Disabilities	37.3%	34.8%	-2
LEP	-	-	-
Title 1	-	-	-
Migrant	-	-	-

### GRADE 10 - Mathematics

Number of Assessed Students who Meet or Exceed the Standards in Math	107
Percent of Assessed Students who Meet or Exceed the Standards in Math	30.7%
National Percentile Rank on SAT Math	52

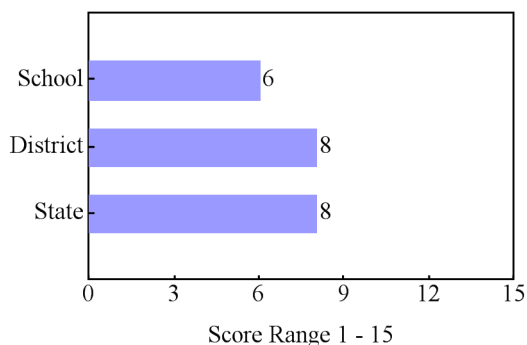
### Grade 10 - Mathematics

	Standards-Based Score		Student Performance Level - Percent of Students					% Eligible Not Tested	% Meeting or Exceeding Standards
	N	Mean	Well Below	Below	Meets	Exceeds	Distinguished		
Grade 10 DE Students	8446	535.37	25.8	17.4	31.5	10.5	14.9	1.9%	56.9
Christiana High	349	514.02	46.1	23.2	22.9	< 5.0	5.7	4.9%	30.7
American Indian	0	-	-	-	-	-	-	-	-
African American	203	507.79	52.2	26.1	18.7	< 5.0	< 5.0	5.1%	21.7
Asian	15	-	-	-	-	-	-	0%	-
Hispanic	28	510.54	46.4	21.4	25.0	< 5.0	7.1	3.4%	32.1
White	103	522.17	38.8	18.4	30.1	< 5.0	9.7	5.5%	42.7
Female	180	513.46	44.4	25.0	24.4	< 5.0	5.0	4.3%	30.6
Male	169	514.62	47.9	21.3	21.3	< 5.0	6.5	5.6%	30.8
Low-Income	113	505.99	58.4	22.1	16.8	< 5.0	< 5.0	5.0%	19.5
Not Low-Income	236	517.86	40.3	23.7	25.8	< 5.0	7.6	4.8%	36.0
With Disabilities	47	491.13	78.7	17.0	< 5.0	< 5.0	< 5.0	11.3%	<5.0
Without Disabilities	302	517.58	41.1	24.2	25.8	< 5.0	6.6	3.8%	34.8
LEP	11	-	-	-	-	-	-	-	-
Not LEP	338	514.54	45.6	23.1	23.4	< 5.0	5.9	5.1%	31.4
Title 1	0	-	-	-	-	-	-	-	-
Not Title 1	349	514.02	46.1	23.2	22.9	< 5.0	5.7	4.9%	30.7
Migrant	0	-	-	-	-	-	-	-	-
Not Migrant	349	514.02	46.1	23.2	22.9	< 5.0	5.7	4.9%	30.7

# Student Achievement

## Spring 2007 DSTP Results for Writing (DSTP Readiness Academy)

Grade 8 Average Standards-Based Writing Scores



Most Recent Two Year Trend in Student DSTP Performance (Percentage of Students Meeting or Exceeding the Standards)

	2006	2007	Gain/Loss
All Grade 8	61.1%	27.6%	-34
American Indian	-	-	-
African American	50.0%	25.0%	-25
Asian	-	-	-
Hispanic	-	-	-
White	-	-	-
Female	70.0%	35.0%	-35
Male	-	-	-
Low-Income	57.1%	25.0%	-32
Not Low-Income	-	-	-
With Disabilities	-	-	-
Without Disabilities	60.0%	34.8%	-25
LEP	-	-	-
Title 1	-	-	-
Migrant	-	-	-

### Grade 8 - Writing

Number of Assessed Students who Meet or Exceed the Standards in Writing 8

Percent of Assessed Students who Meet or Exceed the Standards in Writing 27.6%

### Grade 8 Writing

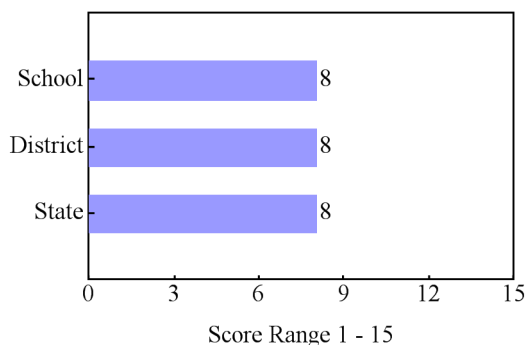
	Standards-Based Score		Student Performance Level - Percent of Students					% Eligible Not Tested	% Meeting or Exceeding Standards
	N	Mean	Well Below	Below	Meets	Exceeds	Distinguished		
Grade 8 DE Students	9890	8.3	< 5.0	19.6	68.1	9.3	< 5.0	1.4%	78.1
Christiana High	29	6.4	17.2	55.2	27.6	< 5.0	< 5.0	9.4%	27.6
American Indian	0	-	-	-	-	-	-	-	-
African American	16	6.4	12.5	62.5	25.0	< 5.0	< 5.0	11.1%	25.0
Asian	0	-	-	-	-	-	-	-	-
Hispanic	5	-	-	-	-	-	-	-	-
White	8	-	-	-	-	-	-	-	-
Female	20	6.6	15.0	50.0	35.0	< 5.0	< 5.0	0%	35.0
Male	9	-	-	-	-	-	-	-	-
Low-Income	16	6.2	18.8	56.3	25.0	< 5.0	< 5.0	11.1%	25.0
Not Low-Income	13	-	-	-	-	-	-	-	-
With Disabilities	6	-	-	-	-	-	-	-	-
Without Disabilities	23	6.9	< 5.0	60.9	34.8	< 5.0	< 5.0	8.0%	34.8
LEP	2	-	-	-	-	-	-	-	-
Not LEP	27	6.4	18.5	51.9	29.6	< 5.0	< 5.0	10.0%	29.6
Title 1	0	-	-	-	-	-	-	-	-
Not Title 1	29	6.4	17.2	55.2	27.6	< 5.0	< 5.0	9.4%	27.6
Migrant	0	-	-	-	-	-	-	-	-
Not Migrant	29	6.4	17.2	55.2	27.6	< 5.0	< 5.0	9.4%	27.6



# Student Achievement

## Spring 2007 DSTP Results for Writing

Grade 9 Average Standards-Based Writing Scores



Most Recent Two Year Trend in Student DSTP Performance  
(Percentage of Students Meeting or Exceeding the Standards)

	2006	2007	Gain/ Loss
All Grade 9	61.4%	68.6%	7
American Indian	-	-	-
African American	56.9%	62.9%	6
Asian	100.0%	66.7%	-33
Hispanic	64.1%	69.2%	5
White	64.8%	77.9%	13
Female	76.5%	77.2%	1
Male	48.0%	60.8%	13
Low-Income	57.7%	62.5%	5
Not Low-Income	63.8%	72.5%	9
With Disabilities	21.7%	27.7%	6
Without Disabilities	67.1%	74.2%	7
LEP	-	-	-
Title 1	-	-	-
Migrant	-	-	-

### Grade 9 - Writing

Number of Assessed Students who Meet or Exceed the Standards in Writing 266

Percent of Assessed Students who Meet or Exceed the Standards in Writing 68.6%

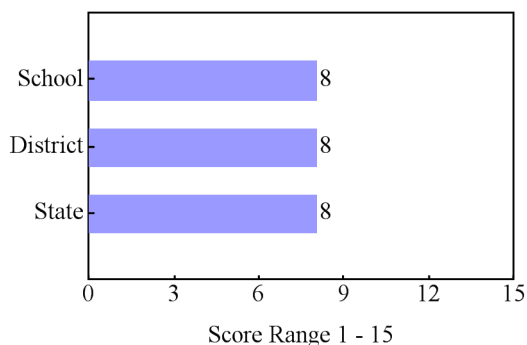
### Grade 9 Writing

	Standards-Based Score		Student Performance Level - Percent of Students					% Eligible Not Tested	% Meeting or Exceeding Standards
	N	Mean	Well Below	Below	Meets	Exceeds	Distinguished		
Grade 9 DE Students	10588	8.3	< 5.0	22.3	59.7	13.1	< 5.0	5.1%	74.2
Christiana High	388	8.0	5.7	25.8	53.6	13.4	< 5.0	5.8%	68.6
American Indian	2	-	-	-	-	-	-	-	-
African American	210	7.7	8.6	28.6	51.9	11.0	< 5.0	5.0%	62.9
Asian	15	-	-	-	-	-	-	0%	-
Hispanic	39	8.2	< 5.0	28.2	56.4	10.3	< 5.0	7.0%	69.2
White	122	8.5	< 5.0	19.7	55.7	18.0	< 5.0	7.6%	77.9
Female	184	8.5	< 5.0	20.1	56.0	17.9	< 5.0	4.2%	77.2
Male	204	7.5	8.3	30.9	51.5	9.3	< 5.0	7.2%	60.8
Low-Income	152	7.7	6.6	30.9	54.6	7.9	< 5.0	6.8%	62.5
Not Low-Income	236	8.2	5.1	22.5	53.0	16.9	< 5.0	5.2%	72.5
With Disabilities	47	6.1	21.3	51.1	27.7	< 5.0	< 5.0	11.3%	27.7
Without Disabilities	341	8.3	< 5.0	22.3	57.2	15.2	< 5.0	5.0%	74.2
LEP	6	-	-	-	-	-	-	-	-
Not LEP	382	8.0	5.5	25.7	53.7	13.6	< 5.0	5.9%	68.8
Title 1	0	-	-	-	-	-	-	-	-
Not Title 1	388	8.0	5.7	25.8	53.6	13.4	< 5.0	5.8%	68.6
Migrant	0	-	-	-	-	-	-	-	-
Not Migrant	388	8.0	5.7	25.8	53.6	13.4	< 5.0	5.8%	68.6

# Student Achievement

## Spring 2007 DSTP Results for Writing

Grade 10 Average Standards-Based Writing Scores



Most Recent Two Year Trend in Student DSTP Performance (Percentage of Students Meeting or Exceeding the Standards)

	2006	2007	Gain/Loss
All Grade 10	65.4%	56.8%	-9
American Indian	-	-	-
African American	57.9%	50.5%	-7
Asian	86.7%	86.7%	0
Hispanic	65.7%	53.8%	-12
White	73.1%	65.0%	-8
Female	80.8%	61.0%	-20
Male	51.6%	52.1%	0
Low-Income	55.5%	38.7%	-17
Not Low-Income	70.5%	65.0%	-6
With Disabilities	15.0%	11.1%	-4
Without Disabilities	71.9%	63.7%	-8
LEP	-	-	-
Title 1	-	-	-
Migrant	-	-	-

### Grade 10 - Writing

Number of Assessed Students who Meet or Exceed the Standards in Writing 193

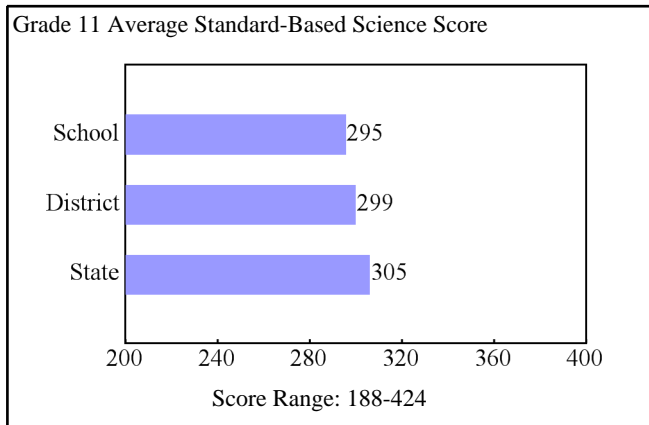
Percent of Assessed Students who Meet or Exceed the Standards in Writing 56.8%

### Grade 10 Writing

	Standards-Based Score		Student Performance Level - Percent of Students					% Eligible Not Tested	% Meeting or Exceeding Standards
	N	Mean	Well Below	Below	Meets	Exceeds	Distinguished		
Grade 10 DE Students	8385	8.0	< 5.0	31.2	53.7	11.0	< 5.0	2.4%	65.6
Christiana High	340	7.6	< 5.0	38.8	47.9	8.2	< 5.0	7.3%	56.8
American Indian	0	-	-	-	-	-	-	-	-
African American	196	7.3	5.6	43.9	43.4	7.1	< 5.0	8.4%	50.5
Asian	15	-	-	-	-	-	-	0%	-
Hispanic	26	7.5	7.7	38.5	42.3	7.7	< 5.0	10.3%	53.8
White	103	7.9	< 5.0	33.0	55.3	8.7	< 5.0	5.5%	65.0
Female	177	7.8	< 5.0	35.6	49.7	10.2	< 5.0	5.8%	61.0
Male	163	7.3	5.5	42.3	46.0	6.1	< 5.0	8.9%	52.1
Low-Income	106	7.0	9.4	51.9	33.0	< 5.0	< 5.0	10.8%	38.7
Not Low-Income	234	7.9	< 5.0	32.9	54.7	9.8	< 5.0	5.6%	65.0
With Disabilities	45	5.7	22.2	66.7	11.1	< 5.0	< 5.0	15.1%	11.1
Without Disabilities	295	7.9	< 5.0	34.6	53.6	9.5	< 5.0	6.0%	63.7
LEP	10	-	-	-	-	-	-	-	-
Not LEP	330	7.6	< 5.0	37.9	48.8	8.5	< 5.0	7.3%	57.9
Title 1	0	-	-	-	-	-	-	-	-
Not Title 1	340	7.6	< 5.0	38.8	47.9	8.2	< 5.0	7.3%	56.8
Migrant	0	-	-	-	-	-	-	-	-
Not Migrant	340	7.6	< 5.0	38.8	47.9	8.2	< 5.0	7.3%	56.8

# Student Achievement

## Spring 2006 DSTP Results for Science



### Most Recent Two Year Trend in Student DSTP Performance - (Percentage of Students Meeting or Exceeding the Standards)

	2005	2006	Gain/ Loss
All Grade 11	33.3%	41.4%	8
American Indian	-	-	-
African American	14.6%	27.5%	13
Asian	-	-	-
Hispanic	-	-	-
White	56.1%	57.4%	1
Female	28.7%	38.3%	10
Male	37.7%	45.3%	8
Low-Income	7.9%	30.4%	22
Not Low-Income	44.4%	46.5%	2
With Disabilities	-	-	-
Without Disabilities	36.4%	45.8%	9
LEP	-	-	-
Title 1	-	-	-
Migrant	-	-	-

### GRADE 11 - Science

Number of Assessed Students who Meet or Exceed the Standards in Science 60

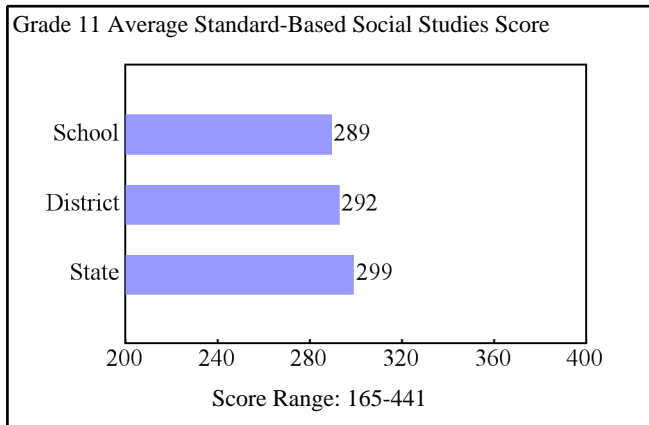
Percent of Assessed Students who Meet or Exceed the Standards in Science 41.4%

### Grade 11 - Science

	Standards-Based Score		Student Performance Level - Percent of Students					% Eligible Not Tested	% Meeting or Exceeding Standards
	N	Mean	Well Below	Below	Meets	Exceeds	Distinguished		
Grade 11 DE Students	6700	305.45	14.7	24.5	41.1	9.9	9.8	0%	60.8
Christiana High	145	294.79	22.8	35.9	35.2	< 5.0	< 5.0	0%	41.4
American Indian	3	-	-	-	-	-	-	-	-
African American	69	288.70	33.3	39.1	24.6	< 5.0	< 5.0	0%	27.5
Asian	12	-	-	-	-	-	-	-	-
Hispanic	7	-	-	-	-	-	-	-	-
White	54	301.48	14.8	27.8	48.1	5.6	< 5.0	0%	57.4
Female	81	295.23	18.5	43.2	35.8	< 5.0	< 5.0	0%	38.3
Male	64	294.23	28.1	26.6	34.4	7.8	< 5.0	0%	45.3
Low-Income	46	288.83	37.0	32.6	26.1	< 5.0	< 5.0	0%	30.4
Not Low-Income	99	297.57	16.2	37.4	39.4	< 5.0	< 5.0	0%	46.5
With Disabilities	14	-	-	-	-	-	-	-	-
Without Disabilities	131	297.92	16.0	38.2	38.9	< 5.0	< 5.0	0%	45.8
LEP	4	-	-	-	-	-	-	-	-
Not LEP	141	295.09	22.7	35.5	35.5	< 5.0	< 5.0	0%	41.8
Title 1	0	-	-	-	-	-	-	-	-
Not Title 1	145	294.79	22.8	35.9	35.2	< 5.0	< 5.0	0%	41.4
Migrant	0	-	-	-	-	-	-	-	-
Not Migrant	145	294.79	22.8	35.9	35.2	< 5.0	< 5.0	0%	41.4

# Student Achievement

## Spring 2006 DSTP Results for Social Studies



### Most Recent Two Year Trend in Student DSTP Performance - (Percentage of Students Meeting or Exceeding the Standards)

	2005	2006	Gain/ Loss
All Grade 11	32.1%	40.4%	8
American Indian	-	-	-
African American	17.6%	28.4%	11
Asian	-	-	-
Hispanic	-	-	-
White	51.9%	57.4%	6
Female	27.6%	44.9%	17
Male	36.7%	34.9%	-2
Low-Income	10.2%	27.3%	17
Not Low-Income	41.6%	46.4%	5
With Disabilities	0%	0%	0
Without Disabilities	35.4%	46.3%	11
LEP	-	-	-
Title 1	-	-	-
Migrant	-	-	-

### GRADE 11 - Social Studies

Number of Assessed Students who Meet or Exceed the Standards in Social Studies 57

Percent of Assessed Students who Meet or Exceed the Standards in Social Studies 40.4%

### Grade 11 - Social Studies

	Standards-Based Score		Student Performance Level - Percent of Students					% Eligible Not Tested	% Meeting or Exceeding Standards
	N	Mean	Well Below	Below	Meets	Exceeds	Distinguished		
Grade 11 DE Students	6661	298.81	21.7	27.2	32.9	8.8	9.3	0%	51.0
Christiana High	141	289.26	29.1	30.5	34.8	5.7	< 5.0	0%	40.4
American Indian	3	-	-	-	-	-	-	-	-
African American	67	282.63	35.8	35.8	25.4	< 5.0	< 5.0	0%	28.4
Asian	11	-	-	-	-	-	-	-	-
Hispanic	6	-	-	-	-	-	-	-	-
White	54	296.48	22.2	20.4	48.1	9.3	< 5.0	0%	57.4
Female	78	292.22	24.4	30.8	41.0	< 5.0	< 5.0	0%	44.9
Male	63	285.60	34.9	30.2	27.0	7.9	< 5.0	0%	34.9
Low-Income	44	282.89	38.6	34.1	27.3	< 5.0	< 5.0	0%	27.3
Not Low-Income	97	292.15	24.7	28.9	38.1	8.2	< 5.0	0%	46.4
With Disabilities	18	256.22	94.4	5.6	< 5.0	< 5.0	< 5.0	0%	<5.0
Without Disabilities	123	294.10	19.5	34.1	39.8	6.5	< 5.0	0%	46.3
LEP	2	-	-	-	-	-	-	-	-
Not LEP	139	289.45	28.8	30.2	35.3	5.8	< 5.0	0%	41.0
Title 1	0	-	-	-	-	-	-	-	-
Not Title 1	141	289.26	29.1	30.5	34.8	5.7	< 5.0	0%	40.4
Migrant	0	-	-	-	-	-	-	-	-
Not Migrant	141	289.26	29.1	30.5	34.8	5.7	< 5.0	0%	40.4