

## **Section VI: Appendices**

**Appendix 1: (a) Data Collection Plan**

**(b) Interview Schedule**

**Appendix 2: DSTP Achievement Targets and Data Analyses Displays**

**Appendix 3: DSTP Disaggregated Local and Statewide 2004 Outcomes**

**Appendix 4: DSTP Science and Social Studies Outcomes**

**Appendix 1: (a) Data Collection Plan**

**(b) Interview Schedule**

**Christina School District Data Collection Plan**

March 12, 2004

**District Goal A is associated with State Performance Goals 1, 2, and 5**

**Goal A: Improve Student Achievement –**

<b>Target Group</b>	<b>Measurable Objective and Evidence of Accountability</b> <i>(Please number the objectives)</i>	<b>Activity</b>	<b>Timeline</b>	<b>Source of Funds</b>
<p><a href="#">Associated with State Performance Goal 1.</a></p> <p>A1.0 All Students and each subgroup as specified in Section 1111 subparagraph (C) v of the NCLB Act 2001.</p> <p>Reading --</p> <p>Reading Language Arts</p>	<p>A1.0 By the end of the 2003-2004 school year, at least 75% of all students will meet or exceed state standards by attaining proficiency or higher in <b>Reading</b> as measured by the Delaware Student Testing Program (DSTP). Other subgroups' incremental progress will be assessed based on projections from their DSTP 2002 proficiency and the end point of 100% proficiency in 2014. [A companion objective for the Reading Language Arts Indicator targets 74% of all students for FY04.]</p> <p><u>Clarifying Information</u></p> <p>For AYP, the following subgroups are assigned the same achievement target and the same proficiency expectations as the All Student group: African American, American Indians, Asian American, Hispanic and Whites; Economically Disadvantaged, students with disabilities and students with limited English proficiency.</p> <p><u>Key Indicators and Determination of AYP:</u></p> <ul style="list-style-type: none"> <li>• Percent Proficient in aggregate</li> <li>• Percent Proficient in each subgroup</li> <li>• Attaining annual objective and intermediate targets</li> <li>• Attaining 95% testing participation</li> <li>• Maintaining or showing progress on other indicators</li> <li>• Examination of Safe Harbor (if required)</li> </ul> <p><u>Definitions of attainment:</u> (1) Completely Attained -- outcome meets or exceeds annual target, (2) Partly Attained -- outcome exceeds FY03 outcome but is less than FY04 target, and (3) Not Attained -- FY04 outcome is less than FY03 outcome.</p>	<p>See Consolidated Applications FY04 for activities and services.</p> <p><u>Technical Notes:</u></p> <p>Adequate Yearly Progress (AYP) will be made in accordance with the provisions of the NCLB Act 2001, USDE regulations and state requirements. The initial state starting point for Reading/Language Arts is 57% proficient.</p> <p>The outcome shown in the objective (75%) is the local target for the 2004 administration of the DSTP 1 and is based upon a 12-year progression for all students on the Reading Assessment. [The companion objective, (74%) for the Reading Language Arts indicator, is comprised of the percent proficient for the whole group weighted 90% for reading and 10% for writing.]</p> <p>The district baseline was established employing the 2002 DSTP 1 administration. It is assumed that at the end of 12 years, all children will meet or exceed state standards. Annual targets and intermediate objectives have been established statewide by DOE and were computed in accordance with NCLB Act 2001. These will serve as targets for All Students and groups where (N = at least 40 students and) the percent proficient is equal to or exceeds the state starting point.</p> <p>Where the district percent proficient exceeded the statewide starting point, local targets were projected. They were computed by subtracting the difference between the local baseline percentage and 100% divided by twelve. Thus over 12 years, the gap between the percentage of students who met or exceeded state standards during 2001-2002 school year and 100% will be eliminated by the 2014 DSTP testing cycle. Scores (projections) have been rounded to enhance clarity.</p>	<p>Data from the DOE website will be downloaded and evaluated to determine if the outcomes meet or exceed the criteria of success. In addition, data will be disaggregated to determine how different populations are progressing. Longitudinal data may be examined to determine trends for benchmark grades and match pairs may be conducted to access longitudinal growth of cohorts and enhance the local decision making process.</p> <p>July 31, 2004 or earliest available date for DSTP 04 outcomes.</p> <p>Note: Access to the both the district's accountability and private website files may be required – or similar access via Data Service Center.</p>	<p>Title I Title II (TQ) Title III (LEP) Extra Time IDEA Local Funds Title V Title VI Reading First Extra Time Early Interventions T to T Cadre</p>

**Goal A: Improve Student Achievement –**

<b>Target Group</b>	<b>Measurable Objective and Evidence of Accountability</b> <i>(Please number the objectives)</i>	<b>Activity</b>	<b>Timeline</b>	<b>Source of Funds</b>
<p><a href="#">Associated with State Performance Goal 1.</a></p> <p>A2.0 All Students and each subgroup as specified in Section 1111 subparagraph (C) v of the NCLB Act 2001.</p> <p>Writing --</p> <p>[Reading Language Arts]</p>	<p>A.2.0 By the end of the 2003-2004 school year, at least 61% of all students will meet or exceed state standards by attaining proficiency or higher in <b>Writing</b> as measured by the Delaware Student Testing Program (DSTP). Other subgroups' incremental progress will be assessed based on projections from their DSTP 2002 proficiency and the end point of 100% proficiency in 2014. [A companion objective for the Reading Language Arts Indicator targets 74% of all students for FY04.]</p> <p><u>Clarifying Information</u></p> <p>For AYP, the following subgroups are assigned the same achievement target and the same proficiency expectations as the All Student group: African American, American Indians, Asian American, Hispanic and Whites; Economically Disadvantaged, students with disabilities and students with limited English proficiency.</p> <p><u>Key Indicators and Determination of AYP:</u></p> <ul style="list-style-type: none"> <li>• Percent Proficient in aggregate</li> <li>• Percent Proficient in each subgroup</li> <li>• Attaining annual objective and intermediate targets</li> <li>• Attaining 95% testing participation</li> <li>• Maintaining or showing progress on other indicators</li> <li>• Examination of Safe Harbor (if required)</li> </ul> <p><u>Definitions of attainment:</u> (1) Completely Attained -- outcome meets or exceeds annual target, (2) Partly Attained -- outcome exceeds FY03 outcome but is less than FY04 target, and (3) Not Attained -- FY04 outcome is less than FY03 outcome.</p>	<p>See Consolidated Applications FY04 for activities and services.</p> <p><u>Technical Notes:</u></p> <p>Adequate Yearly Progress (AYP) will be made in accordance with the provisions of the NCLB Act 2001, USDE regulations and state requirements. The initial state starting point for Reading/Language Arts is 57% proficient.</p> <p>The outcome shown in the objective (61%) is the local target for the 2004 administration of the DSTP 1 and is based upon a 12-year progression for all students on the Writing Assessment. [The companion objective, (74%) for the Reading Language Arts indicator, is comprised of the percent proficient for the whole group weighted 90% for reading and 10% for writing.]</p> <p>The district baseline was established employing the 2002 DSTP 1 administration. It is assumed that at the end of 12 years, all children will meet or exceed state standards. Annual targets and intermediate objectives have been established statewide by DOE and were computed in accordance with NCLB Act 2001. These will serve as targets for All Students and groups where (N = at least 40 students and) the percent proficient is equal to or exceeds the state starting point.</p> <p>Where the district percent proficient exceeded the statewide starting point, local targets were projected. They were computed by subtracting the difference between the local baseline percentage and 100% divided by twelve. Thus over 12 years, the gap between the percentage of students who met or exceeded state standards during 2001-2002 school year and 100% will be eliminated by the 2014 DSTP testing cycle. Scores (projections) have been rounded to enhance clarity.</p>	<p>Data from the DOE website will be downloaded and evaluated to determine if the outcomes meet or exceed the criteria of success. In addition, data will be disaggregated to determine how different populations are progressing. Longitudinal data may be examined to determine trends for benchmark grades and match pairs may be conducted to access longitudinal growth of cohorts and enhance the local decision making process.</p> <p>July 31, 2004 or earliest available date for DSTP 04 outcomes.</p> <p>Note: Access to the both the district's accountability and private website files may be required – or similar access via Data Service Center.</p>	<p>Title I Title II (TQ) Title III (LEP) Extra Time IDEA Local Funds Title V Title VI Earl Interventions T to T Cadre</p>
<p><a href="#">Associated with State Performance Goal 1.</a></p> <p>A.3.0.0 All Students and each subgroup as specified in Section 1111 subparagraph (C) v of the NCLB Act 2001.</p> <p>Mathematics</p>	<p>A.3.0 By the end of the 2003-2004 school year, at least 62% of all students will meet or exceed state standards by attaining proficiency or higher in <b>Mathematics</b> as measured by the Delaware Student Testing Program (DSTP). Other subgroups' incremental progress will be assessed based on projections from their DSTP 2002 proficiency and the end point of 100% proficiency in 2014.</p> <p><u>Clarifying Information, Key Indicators and Determination of AYP and Definitions of attainment</u> as cited in A1.1 are applicable.</p>	<p>See Consolidated Applications FY04 for activities and services.</p> <p>Evidence of Accountability and Data Collection Requirements and the <u>Technical Notes</u> for Objective A1.1 is applicable to the mathematics indicator. The initial state starting point for mathematics is 33% proficient.</p>	<p>Timeline and related comments for Objective A1.0 are applicable.</p> <p>July 31, 2004 or earliest available date for DSTP 04 outcomes.</p> <p>Note: Access to the both the district's accountability and private website files are required.</p>	<p>Title I Title II (TQ) Professional Development T-T Cadre UD Math Children Project</p>

**Goal A: Improve Student Achievement**

Target Group	Measurable Objective and Evidence of Accountability (Please number the objectives)	Activity	Timeline	Source of Funds
<p>Associated with State Performance Goal 1.</p> <p>A.4.0 Elementary and Middle School Students (grades 4 and 6)</p> <p>Science</p>	<p>A.4.0 Elementary students will achieve the following improvement in Science as measured by the percentage of students attaining Performance Level 3 or higher on DSTP 1:</p> <ul style="list-style-type: none"> <li>◆ grade 4 will improve from 88.58% to 89.63%</li> <li>◆ grade 6 will improve from 61.64% to 65.13%</li> </ul> <p>Note: The above scores are district averages. The baselines and amounts of annual increases will vary from school to school.</p> <p><u>Definitions of attainment:</u> As described previously.</p> <p><u>Additional Analyses</u> – pending for All Students and each subgroup as specified in Section 1111 subparagraph (C) v of the NCLB Act 2001.</p>	<p>See Consolidated Applications FY04 for activities and services.</p> <p><u>Grades 4 and 6</u> See Evidence of Accountability and Data Collection Requirements and Note for Objective A1.1. Baseline is Fall 2000. Previous outcome was Fall 2002. Targets are for DSTP 1 outcomes Fall 2003, which are within the FY04 school year.</p>	<p>As described in previous objective.</p> <p>Coordinating Note: Letter requesting access to DSC required from Ms. Terry.</p> <p>July 31, 2004 or earliest available date for DSTP 04 outcomes.</p>	<p>Title I Title II Title V T to T Cadre Extra Time Local Funds Curriculum/Professional Development</p>
<p>Associated with State Performance Goal 1.</p> <p>Middle and High School Students (grades 8 and 11)</p> <p>A.5.0 All Students and each subgroup as specified in Section 1111 subparagraph (C) v of the NCLB Act 2001.</p> <p>Science</p>	<p>A.5.0 Secondary students will achieve the following improvement in Science as measured by the percentage of students attaining Performance Level 3 or higher on DSTP 1:</p> <ul style="list-style-type: none"> <li>◆ grade 8 will improve from 37.69 % to 48%</li> <li>◆ Grade 11 will improve from 49.8% to 58%</li> </ul> <p>Note: The above scores are district averages. The baselines and amounts of annual increases will vary from school to school.</p> <p><u>Definitions of attainment:</u> As described previously.</p> <p><u>Additional Analyses</u> – pending for All Students and each subgroup as specified in Section 1111 subparagraph (C) v of the NCLB Act 2001.</p>	<p>See Consolidated Applications FY04 for activities and services.</p> <p><u>Grades 8 and 11</u> See Evidence of Accountability and Data Collection Requirements and Note for Objective A1.1. Baseline is Spring 2001. Previous outcome was Spring 2003. Targets are for DSTP 1 outcomes Spring 2004, which are within the FY04 school year.</p>	<p>As described in previous objective.</p> <p>Coordinating Note: Letter requesting access to DSC required from Ms. Terry.</p> <p>July 31, 2004 or earliest available date for DSTP 04 outcomes.</p>	<p>Title I Title II Title V T to T Cadre Local Funds Curriculum/Professional Development</p>
<p>Associated with State Performance Goal 1.</p> <p>A.6.0 All Students and each subgroup as specified in Section 1111 subparagraph (C) v of the NCLB Act 2001.</p> <p>Social Studies</p>	<p>A.6.0 The percentage of students who meet or exceed state standards as measured by the DSTP 1 in Social Studies will increase:</p> <ul style="list-style-type: none"> <li>• the percentage of students in grade 4 meeting or exceeding the standard will increase from 57% to 61% in Fall 2003.</li> <li>• the percentage of students in grade 6 meeting or exceeding the standard will increase from 58% to 62% in Fall 2003.</li> <li>• the percentage of students in grade 8 meeting or exceeding the standard will increase from 41% to 51% in Spring 2004.</li> <li>• the percentage of students in grade 11 meeting or exceeding the standard will increase from 38% to 49% in Spring 2004.</li> </ul> <p>Note: The above scores are district averages. The baselines and amounts of annual increases will vary from school to school.</p> <p><u>Definitions of attainment:</u> As described previously.</p>	<p>See Consolidated Applications FY03 for activities and services.</p> <p>See Evidence of Accountability and Data Collection Requirements and Note for Objective 1.1 above.</p> <p><u>K-grade 6</u> See Evidence of Accountability and Data Collection Requirements and Note for Objective A1.1. Baseline is Fall 2000. Previous outcome was Fall 2002. Targets are for DSTP outcomes Fall 2003, which are within the FY04 school year.</p> <p><u>Grades 7-12</u> See Evidence of Accountability and Data Collection Requirements and Note for Objective A1.1. Baseline is Spring 2001. Previous outcome was Spring 2003. Targets are for DSTP outcomes Spring 2004, which are within the FY04 school year.</p>	<p>As described in previous objective.</p> <p>Coordinating Note: Letter requesting access to DSC required from Ms. Terry.</p> <p>July 31, 2004 or earliest available date for DSTP 04 outcomes.</p>	<p>Title I Title II Local Funds Curriculum/Professional Development</p>

**Goal A: Improve Student Achievement**

<b>Target Group</b>	<b>Measurable Objective and Evidence of Accountability</b> <i>(Please number the objectives)</i>	<b>Activity</b>	<b>Timeline</b>	<b>Source of Funds</b>
<p>Associated with State Performance Goal 1. A7.0 Grades 9-12 Vocational- Technical Students</p>	<p>A7.0 Sixty percent of the students completing a sequential Career/Technical Pathway as defined on the career planning form will attain a Performance Level of 3 or higher in ELA (Reading, Writing) and Mathematics grade 10 assessments by the completion of grade 12.</p>	<p>See Consolidated Applications FY04 for activities and services.</p> <p><u>Special Note</u> Separate data runs are required for each test: (1) reading, writing, (3) mathematics, (4) reading and writing, (5) all 3 (RM) core subjects and (6) none. Include all students in each analysis which they have a valid score. Consequently, the number of ca will likely vary by test. The criterion of success is based attaining PL 3 on all assessments by grade 12.</p>	<p>Standard data reports from the Data Service Center will be produced. The district outcomes will be evaluated to determine if they meet or exceed the criteria of success. In addition, data may be disaggregated to determine how different populations are progressing.</p> <p>August 1, 2004</p>	<p>Curriculum/Professional Development Title II Perkins Act</p>
<p>Associated with State Performance Goal 1. A8.0 Grades 9-12 Vocational- Technical Students</p>	<p>A8.0 Sixty percent of the students completing technical pathway will meet or exceed the state skill standards as determined by a state test or local assessment</p> <p><u>Special Note:</u> Since there is no state test at this time, the alternative objective will be substituted.</p> <p><u>Alternative objective</u> A8.0 Sixty percent of the students completing a technical pathway will attain an aggregated GPA of the Pathway courses of 2.0 or higher.</p>	<p>See Consolidated Applications FY04 for activities and services.</p> <p>Data from DOE Annual Evaluation Report for Vocational Education will be examined. Relevant data elements will be reported.</p>	<p>The DSC will produce data reports developed by the district in FY01. The district outcomes will be evaluated to determine if they meet or exceed the criteria of success.</p> <p>Coordinating Note: Letter requesting access to DSC required from Ms. Terry.</p> <p>August 1, 2004</p>	<p>Curriculum/Professional Development Perkins Act</p>
<p>Associated with State Performance Goal 1. A.9.0 K-12 teachers and Administrators</p>	<p>A9.0 Facilitate the integration of instructional technology into the district's standards-based curriculum to support enhanced student achievement as measured by (1) district participation records and (2) DSTP outcomes.</p>	<p>See Consolidated Applications FY04 for activities and services. Elements include:</p> <ul style="list-style-type: none"> <li>• Documentation of building level plans</li> <li>• LoTi Survey outcomes</li> <li>• District walk through protocol</li> <li>• District website access and counts</li> <li>• Professional Development workshops</li> <li>• Other data as required</li> </ul> <p>This will be a descriptive evaluation. The data required to evaluate this objective will be obtained from an interview with the Program Manager, district records and responses to an evaluation questionnaire.</p>	<p>June 15 - August 15, 2004</p>	<p>Title II (Technology) Local Funds</p>

**Goal A: Improve Student Achievement**

<b>Target Group</b>	<b>Measurable Objective and Evidence of Accountability</b> <i>(Please number the objectives)</i>	<b>Activity</b>	<b>Timeline</b>	<b>Source of Funds</b>
<p><a href="#">Associated with State Performance Goal 1.</a></p> <p>A10.0 K-12 Parents, Teachers, Students and Administrators</p>	<p>A10.0 All schools shall implement a school plan through site councils as evidenced by site council minutes and sign-in sheets.</p>	<p>See Consolidated Applications FY04 for activities and services.</p> <p>This will be a descriptive evaluation. The data required to evaluate this objective will be obtained from an interview with the Program Manager, district records and responses to an evaluation questionnaire.</p>	<p>June 15 - August 15, 2004</p>	<p>Title IV School Climate Curriculum/Professional Development</p>
<p><a href="#">Associated with State Performance Goal 1.</a></p> <p>A11.0 K-12 Parents, Teachers, Students and Administrators</p>	<p>A11.0 Increase by at least 5% the level of parent/community participation in and knowledge of school programs as evidenced by site council rosters, compilations of parent/child project logs, surveys, PTA membership, attendance records, and visiting teacher reports.</p>	<p>See Consolidated Applications FY04 for activities and services.</p> <p>The data required to evaluate this objective will be obtained from an interview with the Title I Program Manager and a summary of attendance logs. The latter will include an unduplicated parent count of those who attended meetings at each school, Teacher Promotion Center and other districtwide functions. In addition, the PTA President, State of Delaware will provide PTA membership data.</p>	<p>June 15 - August 15, 2004</p>	<p>Title I Title IV Title V Local Funds LEP</p>
<p><a href="#">Associated with State Performance Goal 1.</a></p> <p>A1.12 K-12 LEP Parents, Teachers, Students and Administrators</p>	<p>A1.12 Fifty Percent (50%) of the participating LEP students will increase by 1 language proficiency level as measured by the Language Assessment Scale (LAS) in spring 2004.</p> <p>Initial language status (pretest, May 2003) will be compared with the May 2004 LAS Test to determine changes in proficiency. Baseline data will be established for NEP and LEP who become FEP by the end of the school year.</p>	<p>See Consolidated Applications FY04 for activities and services.</p> <p>The analysis will determine the percentage of participants who increased their language proficiency between the pretest (May 2003) and posttest (May 2004) administration of the LAS.</p> <p>Special Note: The use of a checklist based on activities 1.12.1 through 1.12.12 will be considered. The program manager will respond to this assessment.</p>	<p>LAS data reports from the Data Service Center will be produced. The district outcomes will be evaluated to determine if they meet or exceed the criteria of success, the percentage of participants who increased their language proficiency by one or more levels.</p> <p>Coordinating Note: Letter requesting access to DSC required from Ms. Terry.</p> <p>August 1, 2003</p>	<p>Title III Title V LEP</p>

**District Goal B is associated with State Performance Goals 1, 3, 4, and 5**

**Goal B: Expand and Enhance Intervention Delivery System for Students**

<b>Target Group</b>	<b>Measurable Objective and Evidence of Accountability</b> <i>(Please number the objectives)</i>	<b>Activity</b>	<b>Timeline</b>	<b>Source of Funds</b>
<p><a href="#">Associated with State Performance Goal 1 and 3.</a></p> <p>B1.0 Grades K-12 All Students</p>	<p>B1.0 The district will provide the capacity for serving 3,700 students with coordinated intervention services that address academic, attendance, behavioral and school health issues as measured by the Student Data Tracking System.</p> <p>Baseline: FY01 School Year (2000-2001), 3400 students served.</p>	<p>See Consolidated Applications FY03 for activities and services.</p> <p>The data required to evaluate this objective will be obtained from an interview with the Program Manager, district records and data counts from the Student Data Tracking System. Count of services provided (July 1 through June 30) for FY04 for each category and the group, as a whole will be compared with the 2001 baseline.</p>	<p>June 15 - August 15, 2004</p>	<p>School Climate Title IV</p>
<p><a href="#">Associated with State Performance Goal 1 and 3.</a></p> <p>B2.0 grades 7-12 students</p>	<p>B2.0 There will be a 10 percentage point increase in the number of students who receive a course grade of "C" or higher in health education and preventative courses as compared with the course grade distribution in 2001-2002.</p>	<p>See Consolidated Applications FY04 for activities and services.</p> <p>The data required to evaluate this objective will be obtained from an interview with the Program Manager, district records and data counts from the student report card marking system. The course mark data will be obtained from the DSC. A comparison of course marks distributions in 2002-2003 and 2003-2004 will be conducted to determine if the FY04 criterion of success, a 10 percentage point increase, has been attained.</p>	<p><u>Special Note:</u> Selection of which courses comprise the health and preventative courses requires specification. Determination of availability via DSC files must be made. <u>Coordinating Note:</u> Letter requesting access to DSC required from Ms. Terry. July 31, 2004</p>	<p>School Climate Title IV</p>
<p><a href="#">Associated with State Performance Goal 4.</a></p> <p>B3.0 Grades 3-12 All Students</p>	<p>B3.0 The number of suspensions will be reduced by 10 percentage points as measured by the superintendent's conduct report.</p> <p>Baseline: Suspension data from the 2002-2003 school year.</p>	<p>See Consolidated Applications FY04 for activities and services.</p> <p>The data required to evaluate this objective will be obtained from the DSC reports, -- Student Conduct, Suspension, Expulsions. Outcomes reported in the FY03 Evaluation Report will be used for comparative purposes where applicable. A comparison of the number of suspensions in FY03 and FY04 will be made to determine if this objective was attained. An interview with program manager also will be conducted.</p>	<p><u>Coordinating Note:</u> Letter requesting access to DSC required from Ms. Terry. July 31, 2004</p>	<p>Title IV School Climate</p>
<p><a href="#">Associated with State Performance Goal 4.</a></p> <p>B4.0 Grades 3-12 All Students</p>	<p>B4.0 There will be a decrease of 5 percentage points in acts of violence as measured by the district's Student Conduct Report.</p> <p>Definition of violent acts is provided in the FY03 District Annual Evaluation Reports for Programs Funded Through the Consolidated Grant.</p> <p>Baseline: Offense data from the student conduct report for 2002-2003 school year.</p>	<p>See Consolidated Applications FY03 for activities and services.</p> <p>The data required to evaluate this objective will be obtained from the DSC reports, -- Student Conduct, Suspension, Expulsions. Outcomes reported in the FY03 Evaluation Report will be used for comparative purposes where applicable. A comparison of the number of violent acts in FY03 and FY04 will be made to determine if this objective was attained. An interview with program manager also will be conducted.</p>	<p><u>Coordinating Note:</u> Letter requesting access to DSC required from Ms. Terry. July 31, 2004</p>	<p>Title IV School Climate</p>

**Goal B: Expand and Enhance Intervention Delivery System for Students**

<b>Target Group</b>	<b>Measurable Objective and Evidence of Accountability</b> <i>(Please number the objectives)</i>	<b>Activity</b>	<b>Timeline</b>	<b>Source of Funds</b>
<p>Associated with State Performance Goal 5.</p> <p>B5.0 Grades 9-12 All Students</p>	<p>B5.0 The district drop-out rate will decrease by 1 percentage point as measured by official district records. Analyses for all students and categories reported in the <i>School Profiles</i> will be conducted. Reductions from the baseline will be interpreted as evidence of success.</p> <p>Baseline: Dropout rate reported in the <i>District Profile 2002</i>. 5.3%</p>	<p>See Consolidated Applications FY04 for activities and services.</p> <p>The data required to evaluate this objective will be obtained from an interview with the Program Manager, district records and data counts from District profile FY04. The dropout data provided in the 2003 Profile will be compared to that provided in the 2004. Data from new alternative programs will be reported as required.</p>		<p>Title IV Local Funds Perkins School Climate</p>
<p>Associated with State Performance Goal 4.</p> <p>B6.0 Grades K-12 All Students</p>	<p>B6.0 As a result of implementing and monitoring district security policies, 100% of the Christina schools shall be categorized by the Delaware Department of Education as a safe school as measured by fewer than 5 unsafe incidences for every 100 students for three consecutive fiscals years.</p> <p>Note: A safe school is one that is not categorized by the Department of Education as a Persistently Dangerous School. A Persistently Dangerous School is one that has 5 or more unsafe incidences for every 100 students for three consecutive fiscal years.</p>	<p>See Consolidated Applications FY04 for activities and services.</p> <p>Calculation and analyses will be provided in the annual district profile for FY04.</p>	<p>August 15, 2004 or earliest available date for Profiles 04 outcomes.</p>	<p>School Climate</p>
<p>Associated with State Performance Goal 1 and Goal 5.</p> <p>High School grades 9-12</p> <p>B7.0 All Students and each subgroup as specified in Section 1111 subparagraph (C) v of the NCLB Act 2001.</p> <p>High School Graduation Rate</p>	<p>B7.0 Christina will eliminate the gap between the 2002 state graduation rate (78.2%) and the district rate (68.4%). Thereafter, the district will maintain the percent graduated or show positive progress when compared to the previous school year toward attaining the state target of 90%. (in 2013-2014) as measured by individual student graduation/exit data collected through DELSYS.</p> <p>Baseline data: <i>School Profiles 2002</i>, 68.4 % for all students. Estimated annual increase for All Students is 1.8 percentage points. Rates for subpopulations to be monitored on an annual basis.</p> <p>Determination of Adequate Yearly Progress (AYP) will be made in accordance with the provisions of the NCLB Act 2001, USED regulation and state requirements. Outcome A.4.0 serves in part as a progress indicator in the determination of "Safe Harbor." The criterion of success is maintaining or showing positive progress on this outcome from the previous year.</p>	<p>High School grades 9-12</p> <p>B7.0 All Students and each subgroup as specified in Section 1111 subparagraph (C) v of the NCLB Act 2001.</p> <p>High School Graduation Rate</p>	<p>August 15, 2004 or earliest available date for Profiles 04 outcomes.</p>	<p>Title IV Local Funds Perkins School Climate</p>

**Supplementary Template for Data Collection, Analyses and Reporting 2003-2004**

Directions:

1. Review the Goals and select the objectives that be reported during the current year using the following codes: S = schools will collect, analyze and report (or where the district uses information directly from the school report); D = District will collect, analyze and report; O = others (External service providers, agencies or district staff). Place these codes in the space next to the objective number. If the objective is deferred, place an “X” in the appropriate space.
2. Fill in the each succeeding section in consultation with building principals.
3. For any section that is the same as a previous section (e.g. same groups receive the results), refer the reader to the first citation: See ObjectiveA.1.0
4. Monitor the process and periodically update during the school year.

**District Goal #A:**

Measurable Objectives Scheduled for Evaluation		Deferred	How & when will this be measured?	Who will collect & analyze the information?	Who will receive the results?	What is supposed to happen because of this information?
Nr	Selected					
A.1.0						
A.2.0						
A.3.0						
A.4.0						
A.5.0						
A.6.0						
A.7.0						
A.8.0						
A.9.0						
A.10.0						
A.11.0						

**District Goal #B:**

Measurable Objectives Scheduled for Evaluation			How & when will this be measured?	Who will collect & analyze the information?	Who will receive the results?	What is supposed to happen because of this information?
Nr	Selected	Deferred				
B.1.0						
B.2.0						
B.3.0						
B.4.0						
B.5.0						
B.6.0						
B.7.0						

Stephen H. Davidoff Associates School District Data Collection Plan™

This form and plan was produced for the Christina School District and may not be altered or used by other LEAs without the express permission of Davidoff Associates. Initial objectives were developed on May 21, 2003 a part of the FY04 Consolidated Application Process.

March 11- 12, 2004: Initial Draft.  
 July 15, 2004: Subsequent revisions of Objectives A1.0 and A2.0 outcomes aligned With 12 year projection to 2014.

## Christina School District Annual Evaluation Data Collection Interview Schedule For Programs Funded Through The Consolidated Application Grant FY04

This protocol has been developed to facilitate interviews with Christina School District Staff assigned to implement programs and services fund through the Consolidated Application Grant FY04. It is organized according to the goals and measurable objectives specified on pages 49 through 77 of the Consolidated Application Grant 2003-2004. All questions refer to the **2003-2004** school year. Individuals who will be asked to respond to a specific section of this document **are shown in highlight**. The questions are shown in *Italics*.

### **Goal A: Improving Student Achievement**

#### **Sandra Countley – LEP Achievement**

A.12 Fifty Percent (50%) of the participating LEP students will increase by 1 language proficiency level as measured by the Language Assessment Scale (LAS) in spring 2004.

[LAS data reports from the Data Service Center will be produced for FY03 and FY04. The district outcomes will be evaluated to determine if they meet or exceed the criteria of success, the percentage of participants who increased their language proficiency by one or more levels. **No response is necessary for this item.**]

#### **Sandra Countley – Services to LMS/LEP**

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See page 70 Consolidated Application, activities 1.12.1 to 1.12.10.

- ◆ *LMS and LEP services – How are these services and programs provided to schools so that participating children would be able to become English proficient?*
  - ◆ *Was translation support provided for schools serving LEP students?*
  - ◆ *Was LAS administered to new Language Minority Students/Limited English Proficient students (LMS/LEP) for identification, program placement and database coding? Were all teachers trained in administering the LAS to LEP?*
  - ◆ *Describe supplementary materials purchased that were designed to assist students in language acquisition.*
  - ◆ *Parent Notification -- letter regarding identification and placement? Post-test notification regarding growth, change and progress in English acquisition?*
  - ◆ *Conduct quarterly parent meeting at five schools? Describe content/topics and document/estimate attendance. Were parent satisfaction surveys distributed and analyzed after the meetings? If so, what were the outcomes?*
  - ◆ *Was a bi-monthly newsletter produced and distributed?*
  - ◆ *Were parents enrolled in adult ESL classes? Briefly describe and document/estimate number of participants?*

### **Goal B: Expand and Enhance Intervention Delivery Systems for Students**

#### **Sandra Countley -- Intervention Systems**

Objective B.1 The district will provide the capacity for serving 3,700 students with coordinated intervention services that address academic, attendance, behavioral and school health issues as measured by the Student Data Tracking System. Baseline: FY01 School Year (2000-2001), 3400 students served.

- *Do you have counts the Student Data Tracking System of the necessary measures that will enable the district to compare the 2002-2003 outcomes with the 2003-2004 outcomes – thus determining increase or decrease?*

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See pages 73 – 74, Consolidated Application, activities 2.1.1 to 2.1.10.

*Were the following activities conducted? Answers may be brief but should go beyond “yes” or “no.”*

- ◆ *Joint staff and agency workshops conducted? – Sign in sheets – providing documentation of topics and numbers attending?*
- ◆ *Expand the services by offering specialized programs listed in activity 2.1.3? please provide examples.*
- ◆ *Expand the tracking system to assess impact on student mental health treatment, intervention services, activities that promote a safe school, ATOD use and violence prevention – see activity 2.1.4?*
- ◆ *Conduct START team training and technical assistance to support the intervention team process? Document and describe training and number of participants (violence prevention, student assistance, peer leadership, conflict resolution, and cultural diversity).*
- ◆ *Increase parent awareness by and involvement in the start referral process by 10%? Documentation of efforts and outcome needed. [If continued in FY05, then FY04 could be a baseline.]*
- ◆ *Distribute disciplinary policy and resource handbook to parents?*
- ◆ *Parent workshops as specified in activity 2.1.10?*

Objective B.2 There will be a 10 percentage point increase in the number of students who receive a course grade of “C” or higher in health education and preventative courses as compared with the course grade distribution in 2002-2003.

[Objective B.2 Information will be obtained from the Data Service Center. **Therefore, no response is necessary.**]

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See pages 74 - 75 Consolidated Application, activities 2.2.1 and 2.2.2.

*Were the following activities conducted? Answers may be brief but should go beyond “yes” or “no.”*

- ◆ *Supplemental staff development for health curriculum and prevention programs provided? Describe programs and document numbers of participants.*
- ◆ *Implement violence prevention, ATOD programs? Evidence? See activity 2.2.2.*
- *What evidence do you have to support that this objective is being accomplished?*
- *Can you provide a listing of types and location of prevention programs offered during 2003-2004?*
- *Please describe any expansions in programs and services between 2002-2003 and 2003-2004.*
- *May I have a copy of the Christina School District section of the University of Delaware’s 2003 ATOD survey? No response necessary.*

Objective B.3 The number of suspensions will be reduced by 10 percentage points as measured by the superintendent’s conduct report. Baseline: Suspension data from the 2001-2002 school year.

[Objective B.3 Information will be obtained from the Data Service Center. **Therefore, no response is necessary.**]

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See page 75 Consolidated Application, activities 2.3.1 and 2.3.8.

*Were the following activities conducted? Answers may be brief but should go beyond “yes” or “no.”*

- *Purchase and disseminate ATOD and violence prevention material?*
- *Workshops on strategies for disruptive youth provided?*
- *Special assemblies, presentation materials and programs to reinforce classroom instruction provided?*
- *Increase parent awareness of ATOD effects?*
- *SRO presentations and intervention services provided?*
- *Contracted services to provide intervention and community outreach provided? Cite examples.*

Objective B.4 There will be a decrease of 5 percentage points in acts of violence as measured by the district’s Student Conduct Report. [Definition of violent acts is provided in the FY01- FY03 District Annual Evaluation Reports for Programs Funded through the Consolidated Grant. Baseline: Offense data from the student conduct report for 2001-2002 school year.

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See pages 75 -76 Consolidated Application, activities 2.4.1 and 2.4.7.

- *Define school violence? What acts are being counted?*

**A definition was provided in the Annual Evaluation for FY01 and FY02. It may be used for the current year – FY04 If it is the same no response is necessary.**

- *Supplementary safety and SRO services to alternative schools?*
- *Intervention team and counseling services to students throughout the START process?*
- *Were intervention services expanded districtwide by providing specialized programs in anger management, peer leadership, and conflict resolution?*
- *Was the data tracking system expanded? Describe.*
- *Were funds for ATOD allocated to non-public schools? Describe.*

[The Data Service Center provided the Superintendent’s Annual Student Behavior Report for 2002-2003. Similar data will be requested for 2003-2004 and will be examined to determine change.]

Objective B.5 The district drop-out rate will decrease by 1 percentage point as measured by official district records. Analyses for all students and categories reported in the *School Profiles* will be conducted. Reductions from the baseline will be interpreted as evidence of success. Baseline: Dropout rate reported in the *District Profile 2002*. 5.3%

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See page 76 Consolidated Application, activities 2.5.1 and 2.5.5.

*What evidence do you have to support that this objective is being accomplished?*

- *Analyses of student categories reported to school and district profiles?*
- *START team referrals of potential dropouts?*
- *Alternative programs for at-risk students provided? Evaluation of new alternative programs? Describe programs and outcomes.*

Objective B.6 100% of the Christina schools shall be categorized by the Delaware Department of Education as a safe school as measured by fewer than 5 unsafe incidences for every 100 students for three consecutive fiscals years

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See page 77 Consolidated Application, activities 2.6.1 and 2.6.4.

- **What evidence do you have to support that this objective is being accomplished?**
- **Were safe school audits conducted? Describe outcomes.**
- **Do all schools have a school crisis plan?**

Objective B.7 The district will maintain the percent graduated or show positive progress when compared to the previous school year toward attaining the state target of 90%. (in 2013-2014) as measured by individual student graduation/exit data collected through DELSYS.

Baseline data: *School Profiles 2002*, 68.4 % for all students. Estimated annual increase for All Students is 1.8 percentage points. Rates for subpopulations to be monitored on an annual basis.

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See page 77 Consolidated Application, activities 2.7.1 and 2.7.3.

- **What evidence do you have to support that this objective is being accomplished?**

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## **Goal A: Improving Student Achievement**

### **Michael Epler -- Social Studies**

Objective A.6 The percentage of students who meet or exceed state standards as measured by the DSTP 1 in Social Studies will increase:

- the percentage of students in grade 4 meeting or exceeding the standard will increase from 57% to 61% in Fall 2003.
- the percentage of students in grade 6 meeting or exceeding the standard will increase from 58% to 62% in Fall 2003.
- the percentage of students in grade 8 meeting or exceeding the standard will increase from 41% to 51% in Spring 2004.
- the percentage of students in grade 11 meeting or exceeding the standard will increase from 38% to 49% in Spring 2004

[Objective A.6. Information will be obtained from either the DDOE website or the Data Service Center. **Therefore, no response is necessary**]. List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See pages 64 - 65 Consolidated Application, activities 1.6.1 and 1.6.7.

*Were the following activities conducted? Answers may be brief but should go beyond "yes" or "no."*

- ◆ *To what extent was the Social Studies curriculum K-12 revised to more closely align with state standards, grade level clusters, and grade level assessment? Describe the progress attained during 2003-2004.*
- ◆ *Were grade 6 and 8 field tests of the CSD standards based Social Studies curriculum conducted? What were the outcomes and subsequent actions based upon this activity? Similarly, describe and update the year 2 grade 7 field test.*
- ◆ *Were social studies teachers trained in the DWP and project CRISS to ensure integrated instruction? Describe the training and provide documentation for positive outcomes and areas that require strengthening?*

### **Other questions**

- *What specific Social Studies programs, strategies and services is the district using to meet the needs of low achieving students? Briefly list and describe them*
- *What Social Studies programs seem to be most effective? Why? Can these Social Studies programs, strategies and services be linked to specific schools and participants? If so, please specify.*
- *What are the key barriers to implementing effective Social Studies programs and services? What steps were taken during 2003-2004 to remove them?*

**(Previous) Response FY02:** "Focus on curriculum revision and professional development. Align HS courses with state expectations; field test ideas and instructional units in middle school. Elementary program focuses on the 4 strands."

**(Previous) Response FY03:** The mere fact that Social Studies is not a 'required' area under the NCLB legislation contributes to a perception that other core academic areas are more important. The fact that the state has created very different content strands adds complexity to the task. We also face significant financial constraints on what are going to do as a district. We did focus on curriculum revision and professional development. We did establish the basic foundation to align HS curriculum and courses with state expectations.

### **Michael Epler -- Technology**

Objective A.9 Facilitate the integration of instructional technology into the district's standards-based curriculum to support enhanced student achievement as measured by (1) district participation records and (2) DSTP outcomes.

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See pages 67 - 69 Consolidated Application, activities 1.9.1 and 1.9.18.

- *Do all schools have a building level plan that has been updated for the 2003-2004 school year? Did schools use online the LoTi survey for identifying staff needs and updating school improvement plans?*
- *Describe the district website and how it supports the integration of technology into the curriculum.*
- *What steps and activities were implemented to ensure that teacher use of instructional technology was employed in classrooms throughout the district?*
- *Please describe how technology is impacting classroom instruction by describing a few examples from the 2003-2004 school-year.*
- *Please describe how technology is used to enhance professional development and parental communication/participation by describing a few examples.*
- *Please describe how technology is enhancing operational school district goals by citing a few example.*
- *Overall, during 2003-2004, what evidence do you have to support that this objective is being accomplished?*

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## **Goal A: Improving Student Achievement**

### **Robert Gross-- Science**

Objective A.4 Elementary students will achieve the following improvement in Science as measured by the percentage of students attaining Performance Level 3 or higher on DSTP 1:

- ◆ grade 4 will improve from 88.58% to 89.63%
- ◆ grade 6 will improve from 61.64% to 65.13%

Objective A.5 Secondary students will achieve the following improvement in Science as measured by the percentage of students attaining Performance Level 3 or higher on DSTP 1:

- ◆ grade 8 will improve from 37.69 % to 42.89%
- ◆ Grade 11 will improve from 49.8% to 54.0%

[Objectives A4 and A5. Information will be obtained from either the DDOE website or the Data Service Center. **Therefore, no response is necessary.**]

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See pages 63-64, Consolidated Application, activities 1.4.1 through 1.5.6.

*Were the following activities conducted or accomplished? Answers may be brief but should go beyond “yes” or “no.”*

- ◆ *Complete and refine the district’s science curriculum alignment with state standards and grade cluster expectations?*
- ◆ *Provide 3 training session per grade K-8 Smithsonian Kits.*
- ◆ *Teacher created assessments produced and used? Describe the assessments. How is the data processed and reported?*
- ◆ *Align districtwide pre- post assessments for grades 7, 8, 9, and 10? Describe status and how this information is being used.*

**Other questions**

- *What specific science programs, strategies and services is the district using to meet the needs of low achieving students? Briefly list and describe them*
- *What science programs seem to be most effective? Why? Can these science programs, strategies and services be linked to specific schools and participants? If so, please specify*
- *What are the key barriers to implementing effective science programs and services? What steps were taken during 2003-2004 to remove them?*

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## **Goal A: Improving Student Achievement**

### **Carol Russell -- Mathematics**

Objective A.3 By the end of the 2003-2004 school year, at least 62% of all students will meet or exceed state standards by attaining proficiency or higher in **Mathematics** as measured by the Delaware Student Testing Program (DSTP). Other subgroups’ incremental progress will be assessed based on projections from their DSTP 2002 proficiency and the end point of 100% proficiency in 2014.

[Objective A.3. Information will be obtained from either the DDOE website or the Data Service Center. **Therefore, no response is necessary.**]

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See pages 58-62 Consolidated Application, activities 1.31-1.3.28.

*Were the following activities conducted or accomplished? Answers may be brief but should go beyond “yes” or “no.”*

- ◆ *Were 5 mathematics teachers and .25 kindergarten cadre employed? Purpose and impact?*
- ◆ *Provide services of elementary mathematics trainer and coach – 145 days.*
- ◆ *To what (if any) extent is student growth monitored through the year? Please describe.*
- ◆ *Describe the Best Practices workshops and document/estimate the type and number of participants. Teachers, administrators, paraprofessionals, other staff and parents.*
- ◆ *Teacher cadre provided coaching, modeling, and support for implementation of nationally validated mathematics curriculum?*
- ◆ *Describe the extent to which building administrators and district staff observed classroom and, conducted walk-throughs to provide feedback on school progress toward mathematics implementation – best practices and grade level content. What strengths were observed? Were areas required strengthening?*
- ◆ *Was student growth monitored 2 or more times per year? Describe the assessments used and how it was employed to facilitate progress of school improvement plans?*

**Other questions**

- *What specific programs, strategies and services is the district using to meet the needs of low achieving students? Briefly list and describe them*
- *What programs seem to be most effective? Why? Can these programs, strategies and services be linked to specific schools and participants? If so, please specify*
- *What are the key barriers to implementing effective mathematics programs and services? What steps were taken during 2003-2004 to remove them?*
- *What additional help, if any, was provided to schools designated as Under School Improvement?*

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## **Goal A: Improving Student Achievement**

### **Margaret Sharp – Extra Time Program**

- Describe the Christina School District’s Extra—time program during 2003-2004 (FY04) as follows:
  - ◆ *Describe any changes or modifications from the FY03 program?*
  - ◆ *Were efforts focused on specific grade levels or subjects?*
  - ◆ *Other than summer school, how were students selected for participation?*
  - ◆ *What specific programs, strategies and services -- is the district using to meet the needs of low achieving students? Briefly list and describe them*
  - ◆ *What programs seem to be most effective? Why? Can these program, strategies and services be linked to specific schools and participants? If so, please specify.*
  - ◆ *What are the key barriers to implementing effective Extra time programs and services? What steps were taken during 2003-2004 to remove them?*

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## **Goal A: Improving Student Achievement**

### **Margaret Sharp– Language Arts –**

Objective A.1 By the end of the 2003-2004 school year, at least 71% of all students will meet or exceed state standards by attaining proficiency or higher in **Reading** as measured by the Delaware Student Testing Program (DSTP). Other subgroups’ incremental progress will be assessed based on projections from their DSTP 2002 proficiency and the end point of 100% proficiency in 2014. [A companion objective for the Reading Language Arts Indicator targets 74% of all students for FY04.]

[Objective A.1 Information will be obtained from either the DDOE website or the Data Service Center. **Therefore, no response is necessary.**]

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See pages 49-53, Consolidated Application, activities 1.1.1 and 1.1.36.

*Were the following activities conducted or accomplished? Answers may be brief but should go beyond “yes” or “no.”*

- ◆ *Employ 8 language arts teachers and .25 kindergarten cadre? Purpose and impact?*
- ◆ *All new K-teachers trained in state work sampling?*
- ◆ *K-teachers, grade 1 teachers and/or administrators trained on phonemic awareness and phonics instruction?*
- ◆ *K-3 teachers to be trained to use miscue analyses for instructional decisions while conducting running records?*
- ◆ *All new teachers’ grades 1-3 will be trained in early intervention strategies?*
- ◆ *Were early intervention and Project Success materials purchased for teachers trained for IIP, intervention and summer school?*
- ◆ *Additional (those not trained previous year) 1-8 teachers/administrators will receive training in Balanced Literacy Framework?*
- ◆ *Administrators and Paraprofessional training in standards based reading and writing best practices?*
- ◆ *Was the grade 2-6 ELA curriculum rewritten?*
- ◆ *Were Teacher cadre coaching and modeling provided? Please make an estimate of coverage.*

- ◆ *Were teachers/administrators trained in assessment and accountability as it relates to NCLB and Reading First?*
- ◆ *Were new and/or additional teachers trained in project CRISS? Briefly describe this project and provide information about the number of professionals trained.*
- ◆ *Were reading strategies implemented as measured by cadre daily logs, yearly summaries, and supervisor/principal observation and walk-through activities*
- ◆ *All kindergarten teachers receive ABC Decarian training? Describe.*

Objective A.2 By the end of the 2003-2004 school year, at least 71% of all students will meet or exceed state standards by attaining proficiency or higher in **Writing** as measured by the Delaware Student Testing Program (DSTP). Other subgroups' incremental progress will be assessed based on projections from their DSTP 2002 proficiency and the end point of 100% proficiency in 2014. [A companion objective for the Reading Language Arts Indicator targets 74% of all students for FY04.]

[Objective A.2 Information will be obtained from either the DDOE website or the Data Service Center. **Therefore, no response is necessary.**]

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See pages 53-58, Consolidated Application, activities 1.2.1 and 1.2.49.

***Were the following activities conducted or accomplished?***

- ◆ One hundred K-12 teachers/administrators to be trained in Six Traits?
- ◆ Did all K-teachers receive training in Writer's Workshop?
- ◆ Did all K-3 building receive training in new kindergarten and primary report cards?
- ◆ Were Family Literacy Nights Conducted?
- ◆ Were Curriculum Guides rewritten? Did all teachers and administrators receive training in the new Writing Resource Guide?
- ◆ *Were reading strategies implemented as measured by cadre daily logs, yearly summaries, and supervisor/principal observation and walk-through activities*

**Other language Arts questions**

- *What specific reading and writing programs, strategies and services are being used to meet the needs of low achieving students? Briefly list and describe them.*
- *What programs seem to be most effective? Why? Can these programs, strategies and services be linked to specific schools and participants? If so, please specify.*
- *What are the key barriers to implementing effective Language Arts programs and services? What steps were taken during 2003-2004 to remove them?*
- *What additional help, if any was provided to schools designated as Under School Improvement?*

**Goal A: Improving Student Achievement**

**Margaret Sharp—Title I NCLB**

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See pages 49-77, Consolidated Application, activities specified as Title I funded.

**Describe the Christina School District's Title I Program during 2003-2004 (FY04) as follows:**

- *What schools and grade levels were Title I served during 2003-2004?*
- *What services were provided? Reading? Mathematics? Both? Other services? Please describe and list the services by location or type of school ( elementary, middle, high).*
- *How students were selected for Title I participation?*

Previous definition (2002): "Multiple measures. See selection criteria for Title I. Local tests, teacher recommendation, parent recommendation, = points awarded. Students are then ranked and selection based on most needy made – up to the total number that may be served. Others are placed on a waiting list."

**[If the criterion shown above is unchanged – then no response is needed. Otherwise, please provide the new criterion.]**

- *What specific Title I programs, strategies and services are the district using to meet the needs of low achieving students? Briefly list and describe them*
- *What Title I program seems to be most effective? Why? Can these Title I program, strategies and services be linked to specific schools and participants? If so, please specify*
- *What are the key barriers to implementing effective Title I programs and services? What steps were taken during 2003-2004 to remove them?*
- *What steps are being taken to ensure that highly qualified teachers are certified and are assigned to teach in the subjects for which they are certified? Paraprofessional certification?*

- *Were special professional development programs conducted for Title I staff -- Teachers, paraprofessionals, parents and principals? If so, please describe.*

Objective A.11 Increase by at least 5% the level of parent/community participation in and knowledge of school programs as evidenced by site council rosters, compilations of parent/child project logs, surveys, PTA membership, attendance records, and visiting teacher reports.

- ◆ *Does the district or Title I have a summary of attendance logs that provides an unduplicated parent count of those who attended meetings at each school, Teacher Promotion Center and other districtwide functions?*

## **Goal A: Improving Student Achievement**

### **Margaret Sharp (Elementary Schools) and Freeman Williams (Secondary Schools) – School Planning**

A.10 All schools shall implement a school plan through site councils as evidenced by site council minutes, school plans and sign-in sheets.

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See page 69 Consolidated Application, activities 1.10.1 and 1.10.2.

- *Do all schools have a plan? Did the Site Councils participate in plan development? Do all schools maintain documentation of the procedures? Please describe and cite relevant documentation.*

### **Margaret Sharp – Community Participation**

A.11 Increase by at least 5% the level of parent/community participation in and knowledge of school programs as evidenced by site council rosters, compilations of parent/child project logs, surveys, PTA membership, attendance records, and visiting teacher reports.

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See pages 69-70, Consolidated Application, activities 1.11.1 through 1.11.9.

- ◆ *Does the PTA President, State of Delaware have PTA membership data statewide and for Christina in 2003-2004?*

## **Other Items**

Describe the systems, structures and services to support improvement planning in the schools. How do school Support Teams function in schools that are designated as “Under School Improvement”? Describe or explain:

- Composition of teams.
- How are teams selected?
- Type of help /services provided.
- What type of training is provided to the team by the district?
- Are there special policies governing the operation of teams?
- What periodic monitoring are teams expected to conduct?
- What periodic reviews and reports are provided to the district?
- What additional funds – (local or redirected federal/state funds) – in addition to state SIP grants have been allocated to schools under improvement?

## **Goal A: Improving Student Achievement**

### **Freeman Williams – Vocational –Technical Education**

Objective A.7 Sixty percent of the students completing a sequential Career/Technical Pathway as defined on the career planning form will attain a Performance Level of 3 or higher in ELA (Reading, Writing) and Mathematics grade 10 assessments by the completion of grade 12.

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See page 65 Consolidated Application, activities 1.7.1.

- *When will this system be in updated with data from the 2003-2004 school year? Will it be able to link students with DSTP scores and provide counts and percentages by August 15, 2004 for the 2002-2003 school year?*

Objective A.8 Sixty percent of the students completing a technical pathway will attain an aggregated GPA of the Pathway courses of 2.0 or higher.

List/describe program components, services or activities that were **NOT** implemented, provided or conducted during 2003-2004. Explain why. See pages 66-67, Consolidated Application, activities 1.1.1 through 1.8.12.

- ◆ ***When will this system update with data for the 2003-2004 school year? Will it be able to link students with Pathway, GPA and provide counts and percentages by August 2004 for the 2003-2004 school year?***

[Note: This system is managed within the Data Service Center; Richard Henderson is DSC contact person.]

*Were the following activities conducted? Answers may be brief but should go beyond “yes” or “no.”*

- ◆ *Incorporate best practices strategies – reflection, lesson plan writing, coaching and peer observation?*
- ◆ *New staff hired (4) for expanding course offerings? List and Describe.*
- ◆ *Upgrade Technology in graphics lab at Glasgow HS? Business lab at Christina and Glasgow?*
- ◆ *Describe training for emerging technologies?*

*To what extent was professional development provided for Vo-Tech educators? Will these programs enable teachers to become highly qualified as specified in Title II, Part A?*

#### **Other questions**

- ***What specific vocational technical programs, strategies and services is the district using to meet the needs of low achieving students? Briefly list and describe them***
- ***What vocational technical programs seem to be most effective? Why? Can these programs, strategies and services be linked to specific schools and participants? If so, please specify***
- ***What are the key barriers to implementing effective vocational technical programs and services? What steps were taken during 2003-2004 to remove them?***

## **Appendix 2: DSTP Achievement Targets and Data Analyses Displays**

Table 8a: Christina School District Achievement Timeline (12 Year Progression) - Year 2002 Baseline End Point 2014.

Reading	All Students	Title I	American Indian	Asian American	African American	Hispanic	White	Economically Disadvantaged	Special Education	LEP	Females	Males
2002	70.56	67.5	N<40	80.42	57.84	56.83	80.46	58.33	25.66	47.46	73.88	67.47
2003	73	70	8	82	61	60	82	62	32	52	76	70
2004	75	73	17	84	65	64	84	65	38	56	78	73
2005	78	76	25	85	68	68	85	69	44	61	80	76
2006	80	78	33	87	72	71	87	72	50	65	83	78
2007	83	81	42	89	75	75	89	76	57	69	85	81
2008	85	84	50	90	79	78	90	79	63	74	87	84
2009	88	86	58	92	82	82	92	83	69	78	89	86
2010	90	89	67	93	86	86	93	86	75	82	91	89
2011	93	92	75	95	89	89	95	90	81	87	93	92
2012	95	95	83	97	93	93	97	93	88	91	96	95
2013	98	97	92	98	96	96	98	97	94	96	98	97
2014	100	100	100	100	100	100	100	100	100	100	100	100

Table 8b: Christina School District Achievement Timeline (12 Year Progression) - Year 2002 Baseline End Point 2014.

Writing	All Students	Title I	American Indian	Asian American	African American	Hispanic	White	Economically Disadvantaged	Special Education	LEP	Females	Males
2002	52.78	42.2	N<40	66.32	40.65	45.29	61.29	40.24	12.48	36.06	60.33	45.87
2003	57	47	8	69	46	50	65	45	20	41	64	50
2004	61	52	17	72	51	54	68	50	27	47	67	55
2005	65	57	25	75	55	59	71	55	34	52	70	59
2006	69	61	33	78	60	64	74	60	42	57	74	64
2007	72	66	42	80	65	68	77	65	49	63	77	68
2008	76	71	50	83	70	73	81	70	56	68	80	73
2009	80	76	58	86	75	77	84	75	64	73	83	77
2010	84	81	67	89	80	82	87	80	71	79	87	82
2011	88	86	75	92	85	86	90	85	78	84	90	86
2012	92	90	83	94	90	91	94	90	85	89	93	91
2013	96	95	92	97	95	95	97	95	93	95	97	95
2014	100	100	100	100	100	100	100	100	100	100	100	100

Table 9a: Christina School District Achievement Timeline (12 Year Progression) - Year 2002 Baseline End Point 2014.

Language Arts	All Students	Title I	American Indian	Asian American	African American	Hispanic	White	Economically Disadvantaged	Special Education	LEP	Females	Males
2002	68.78	64.96	N<40	79.01	56.12	55.68	78.54	56.52	24.34	46.32	72.53	65.31
2003	71	68	8	81	60	59	80	60	31	51	75	68
2004	74	71	17	83	63	63	82	64	37	55	77	71
2005	77	74	25	84	67	67	84	67	43	60	79	74
2006	79	77	33	86	71	70	86	71	50	64	82	77
2007	82	80	42	88	74	74	87	75	56	69	84	80
2008	84	82	50	90	78	78	89	78	62	73	86	83
2009	87	85	58	91	82	82	91	82	68	78	89	86
2010	90	88	67	93	85	85	93	86	75	82	91	88
2011	92	91	75	95	89	89	95	89	81	87	93	91
2012	95	94	83	97	93	93	96	93	87	91	95	94
2013	97	97	92	98	96	96	98	96	94	96	98	97
2014	100	100	100	100	100	100	100	100	100	100	100	100

Table 9b: Christina School District Achievement Timeline (12 Year Progression) - Year 2002 Baseline End Point 2014.

Mathematics	All Students	Title I	American Indian	Asian American	African American	Hispanic	White	Economically Disadvantaged	Special Education	LEP	Females	Males
2002	54.03	58.9	N=<40	76.72	35.79	44.82	66.53	41.08	19.85	44.93	53.23	54.75
2003	58	62	8	79	41	49	69	46	27	50	57	59
2004	62	66	17	81	46	54	72	51	33	54	61	62
2005	66	69	25	83	52	59	75	56	40	59	65	66
2006	69	73	33	84	57	63	78	61	47	63	69	70
2007	73	76	42	86	63	68	80	66	53	68	73	74
2008	77	79	50	88	68	72	83	71	60	72	77	77
2009	81	83	58	90	73	77	86	75	67	77	81	81
2010	85	86	67	92	79	82	89	80	73	82	84	85
2011	89	90	75	94	84	86	92	85	80	86	88	89
2012	92	93	83	96	89	91	94	90	87	91	92	92
2013	96	97	92	98	95	95	97	95	93	95	96	96
2014	100	100	100	100	100	100	100	100	100	100	100	100

Table 10a: Christina School District Achievement Timeline FY04 Results – Meets/Exceeds DSTP Standards Baseline 2002

<b>Reading</b>	All Students	Title I	American Indian	Asian American	African American	Hispanic	White	Economically Disadvantaged	Special Education	LEP	Females	Males
District 2002 Baseline	<b>70.56</b>	<b>67.5</b>	<b>0</b>	<b>80.42</b>	<b>57.84</b>	<b>56.83</b>	<b>80.46</b>	<b>58.33</b>	<b>25.66</b>	<b>47.46</b>	<b>73.88</b>	<b>67.47</b>
District Target 2004	75.00	73.00	0.00	84.00	65.00	64.00	84.00	65.00	38.00	56.00	78.00	73.00
District Result 2004	<b>70.9</b>	<b>77.9</b>	<b>0</b>	<b>87.3</b>	<b>59.9</b>	<b>57.1</b>	<b>82.1</b>	<b>59.7</b>	<b>31.3</b>	<b>33.6</b>	<b>73.8</b>	<b>68.2</b>
Result 2004 vs. 2002	0.34	10.40	0.00	6.88	2.06	0.27	1.64	1.37	5.64	-13.86	-0.08	0.73
Result 2004 vs. Target	-4.1	4.9	0	3.3	-5.1	-6.9	-1.9	-5.3	-6.7	-22.4	-4.2	-4.8
State Target 2004	57.00	57.00	0.00	0.00	57.00	0.00	57.00	57.00	57.00	0.00	57.00	57.00
District-State Gap	13.90	20.90	0.00	87.30	2.90	57.10	25.10	2.70	-25.70	33.60	16.80	11.20
<b>Writing</b>	All Students	Title I	American Indian	Asian American	African American	Hispanic	White	Economically Disadvantaged	Special Education	LEP	Females	Males
District 2002 Baseline	<b>52.78</b>	<b>42.2</b>	<b>0</b>	<b>66.32</b>	<b>40.65</b>	<b>45.29</b>	<b>61.29</b>	<b>40.24</b>	<b>12.48</b>	<b>36.06</b>	<b>60.33</b>	<b>45.87</b>
District Target 2004	61.00	52.00	0.00	72.00	51.00	54.00	68.00	50.00	27.00	47.00	67.00	55.00
District Result 2004	<b>66.2</b>	<b>58.70</b>	<b>0.00</b>	<b>81.90</b>	<b>58.90</b>	<b>52.40</b>	<b>74.3</b>	<b>55.8</b>	<b>26.2</b>	<b>32.60</b>	<b>73.5</b>	<b>59.50</b>
Result 2004 vs. 2002	13.42	16.50	0.00	15.58	18.25	7.11	13.01	15.56	13.72	-3.46	13.17	13.63
Result 2004 vs. Target	5.2	6.7	0	9.9	7.90	-1.60	6.3	5.8	-0.8	-14.4	6.5	4.50
State Target 2003	33.00	33.00	0.00	0.00	33.00	0.00	33.00	33.00	33.00	0.00	33.00	33.00
District-State Gap	33.20	25.70	0.00	81.90	25.90	52.40	41.30	22.80	-6.80	32.60	40.50	26.50

Table 10b: Christina School District Achievement Timeline FY04 Results – Meets/Exceeds DSTP Standards Baseline 2002

<b>Language Arts</b>	All Students	Title I	American Indian	Asian American	African American	Hispanic	White	Economically Disadvantaged	Special Education	LEP	Females	Males
District 2002 Baseline	68.78	64.96	0	79.01	56.12	55.68	78.54	56.52	24.34	46.32	72.53	65.31
District Target 2004	74.00	71.00	0.00	83.00	63.00	63.00	82.00	64.00	37.00	55.00	77.00	71.00
District Result 2004	70.4	75.98	0	86.8	59.8	56.6	81.3	59.3	30.8	33.5	73.8	67.3
Result 2004 vs. 2002	1.62	11.02	0.00	7.79	3.68	0.92	2.76	2.78	6.46	-12.82	1.27	1.99
Result 2004 vs. Target	-3.6	4.98	0	3.8	-3.2	-6.4	-0.7	-4.7	-6.2	-21.5	-3.2	-3.7
State Target 2004	57.00	57.00	0.00	0.00	57.00	0.00	57.00	57.00	57.00	0.00	57.00	57.00
District-State Gap	13.40	19.00	0.00	86.80	2.80	56.60	24.30	2.30	-26.20	33.50	16.80	10.30
<b>Mathematics</b>	All Students	Title I	American Indian	Asian American	African American	Hispanic	White	Economically Disadvantaged	Special Education	LEP	Females	Males
District 2002 Baseline	54.03	58.9	0	76.72	35.79	44.82	66.53	41.08	19.85	44.93	53.23	54.75
District Target 2004	62.00	66.00	0.00	81.00	46.00	54.00	72.00	51.00	33.00	54.00	61.00	52.00
District Result 2004	56.7	71.50	0.00	83.30	41.60	48.40	69.8	45.5	23.4	45.50	55.1	58.10
Result 2004 vs. 2002	2.67	12.60	0.00	6.58	5.81	3.58	3.27	4.42	3.55	0.57	1.87	3.35
Result 2004 vs. Target	-5.3	5.5	0	2.3	-4.40	-5.60	-2.2	-5.5	-9.6	-8.5	-5.9	6.10
State Target 2003	33.00	33.00	0.00	0.00	33.00	0.00	33.00	33.00	33.00	0.00	33.00	33.00
District-State Gap	23.70	38.50	0.00	83.30	8.60	48.40	36.80	12.50	-9.60	45.50	22.10	25.10

Note: Cells with zero values are those where the number of cases is less than 40 thus eliminating the analysis.

Table 11: Christina School District Social Studies and Science Achievement [12 Year Progression. Meets/Exceeds DSTP Standards - Baseline Varies by Grade.]

**Social Studies DSTP Continuous Proficiency Targets**

<b>Grade 4</b>													
	<b>Baseline</b>	<b>Post Fall 03</b>											
<b>School Year</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Baseline	57.05%	60.63%	64.21%	67.79%	71.37%	74.95%	78.53%	82.11%	85.69%	89.27%	92.85%	96.43%	100%
Gap to close	42.95%												
Annual increment	3.58%	3.58%	3.58%	3.58%	3.58%	3.58%	3.58%	3.58%	3.58%	3.58%	3.58%	3.58%	3.58%

  

<b>Grade 6</b>													
	<b>Baseline</b>	<b>Post Fall 03</b>											
<b>School Year</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Baseline	58.15%	61.64%	65.13%	68.62%	72.11%	75.60%	79.09%	82.58%	86.07%	89.56%	93.05%	96.54%	100%
Gap to close	41.85%												
Annual increment	3.49%	3.49%	3.49%	3.49%	3.49%	3.49%	3.49%	3.49%	3.49%	3.49%	3.49%	3.49%	3.49%

  

<b>Grade 8</b>													
	<b>Baseline</b>	<b>Post Spring 04</b>											
<b>School Year</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Baseline	41.51%	46.38%	51.25%	56.12%	60.99%	65.86%	70.73%	75.60%	80.47%	85.34%	90.21%	95.08%	100%
Gap to close	58.49%												
Annual increment	4.87%	4.87%	4.87%	4.87%	4.87%	4.87%	4.87%	4.87%	4.87%	4.87%	4.87%	4.87%	4.87%

  

<b>Grade 11</b>													
	<b>Baseline</b>	<b>Post Spring 04</b>											
<b>School Year</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Baseline	38.29%	43.43%	48.57%	53.71%	58.85%	63.99%	69.13%	74.27%	79.41%	84.55%	89.69%	94.83%	100%
Gap to close	61.71%												
Annual increment	5.14%	5.14%	5.14%	5.14%	5.14%	5.14%	5.14%	5.14%	5.14%	5.14%	5.14%	5.14%	5.14%

Table 11: Continued

**Science DSTP Continuous Proficiency Targets**

<b>Grade 4</b>		<b>Baseline</b>		<b>Post Fall 03</b>									
<b>School Year</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Baseline	89.25%	90.15%	91.05%	91.95%	92.9%	93.75%	94.65%	95.55%	96.45%	97.35%	98.25%	99.15%	100%
Gap to close	10.75%												
Annual increment	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%

  

<b>Grade 6</b>		<b>Baseline</b>		<b>Post Fall 03</b>									
<b>School Year</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Baseline	68.13%	70.79%	73.45%	76.11%	78.77%	81.43%	84.09%	86.75%	89.41%	92.07%	94.73%	97.39%	100%
Gap to close	31.87%												
Annual increment	2.66%	2.66%	2.66%	2.66%	2.66%	2.66%	2.66%	2.66%	2.66%	2.66%	2.66%	2.66%	2.66%

  

<b>Grade 8</b>		<b>Baseline</b>		<b>Post Spring 04</b>									
<b>School Year</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Baseline	37.68%	42.87%	48.06%	53.25%	58.44%	63.63%	68.82%	74.01%	79.20%	84.39%	89.58%	94.77%	100%
Gap to close	62.32%												
Annual increment	5.19%	5.19%	5.19%	5.19%	5.19%	5.19%	5.19%	5.19%	5.19%	5.19%	5.19%	5.19%	5.19%

  

<b>Grade 11</b>		<b>Baseline</b>		<b>Post Spring 04</b>									
<b>School Year</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Baseline	49.80%	53.98%	58.16%	62.34%	66.52%	70.70%	74.88%	79.06%	83.24%	87.42%	91.60%	95.78%	100%
Gap to close	50.20%												
Annual increment	4.18%	4.18%	4.18%	4.18%	4.18%	4.18%	4.18%	4.18%	4.18%	4.18%	4.18%	4.18%	4.18%

This table was developed by Michael Epler in cooperation with Robert Gross, Supervisors Christina School District.

Table 12: Christina School District Achievement Timeline FY04Results - Meets/Exceeds DSTP Standards Baselines Fall, 2002 (Grades 4 and 6)

Grade 4 Science	% Total	% Low Income	% Not Low Income	Grade 4 Social Studies	% Total	% Low Income	% Not Low Income
District 2002 Baseline (Fall 02)	89.25	82.80	94.60	District 2002 Baseline (Fall 02)	57.05	40.10	70.80
District Target 2004 (Fall 03)	90.15	84.00	95.00	District Target 2004 (Fall 03)	60.63	45.00	73.00
District Result 2004 (Fall 03)	87.22	79.38	93.66	District Result 2004 (Fall 03)	67.52	53.32	79.18
Result 2004 vs. 2003	-2.03	-3.42	-0.94	Result 2004 vs. 2003	10.47	13.22	8.38
Target vs. 2004 Result	-2.93	-4.62	-1.34	Target vs. 2004 Result	6.89	8.32	6.18
State Outcome 2002 (Fall 02)	89.61	82.77	95.01	State Outcome 2002 (Fall 02)	58.88	42.13	72.08
State Outcome 2003 (Fall 03)	88.73	81.83	94.56	State Outcome 2003 (Fall 03)	68.24	54.42	79.21
State 2003 vs. 2002	-0.88	-0.94	-0.45	State 2003 vs. 2002	9.36	12.29	7.13
State-District Gap FY03 (Fall 03)	-1.5	-2.50	-0.90	State-District Gap FY03 (Fall 03)	-0.70	-1.10	0.00
Grade 6 Science	% Total	% Low Income	% Not Low Income	Grade 6 Soc Studies	% Total	% Low Income	% Not Low Income
District 2002 Baseline (Fall 02)	68.13	53.90	80.70	District 2002 Baseline (Fall 02)	58.15	42.30	72.30
District Target 2004 (Fall 03)	70.79	58.00	82.00	District Target 2004 (Fall 03)	61.64	47.00	75.00
District Result 2004 (Fall 03)	66.08	55.1	76.39	District Result 2004 (Fall 03)	51.33	39.42	62.46
Result 2004 vs. 2003	-2.05	1.2	-4.31	Result 2004 vs. 2003	-6.82	-2.88	-9.84
Target vs. 2004 Result	-4.71	-2.9	-5.61	Target vs. 2004 Result	-10.31	-7.58	-12.54
State Outcome 2002 (Fall 02)	73.65	58.30	84.64	State Outcome 2002 (Fall 02)	63.24	45.95	75.61
State Outcome 2003 (Fall 03)	74.38	60.56	84.64	State Outcome 2003 (Fall 03)	58.22	41.49	70.62
State 2003 vs. 2002	0.73	2.26	0.00	State 2003 vs. 2002	-5.02	-4.46	-4.99
State-District Gap FY03 (Fall 03)	-8.30	-5.50	-8.30	State-District Gap FY03 (Fall 03)	-6.90	-2.10	-8.20

Table 12: Christina School District Achievement Timeline FY04Results - Meets/Exceeds DSTP Standards Baselines Spring, 2002 (Grades 8 and 11)

Grade 8 Science	% Total	% Low Income	% Not Low Income	Grade 8 Social Studies	% Total	% Low Income	% Not Low Income
District 2002 Baseline (Spring 02)	37.68	19.00	46.80	District 2002 Baseline (Spring 02)	41.51	21.90	50.90
District Target 2004 (Spring 04)	48.06	33.00	56.00	District Target 2004 (Spring 04)	51.25	35.00	59.00
District Result 2004 (Spring 04)	37.1	20.2	50.7	District Result 2004 (Spring 04)	33.8	19.3	45.4
Result 2004 vs. 2003	-0.58	1.2	3.9	Result 2004 vs. 2003	-7.71	-2.6	-5.5
Target vs. 2004 Result	-10.96	-12.80	-5.30	Target vs. 2004 Result	-17.45	-15.70	-13.60
State Outcome 2003 (Spring 03)	48.95	28	61.14	State Outcome 2003 (Spring 03)	46.63	26.39	58.32
State Outcome 2004 (Spring 04)	0	0	0	State Outcome 2004 (Spring 04)	0	0	0
State 2004 vs. 2003	-48.95	-28	-61.14	State 2004 vs. 2003	-46.63	-26.39	-58.32
State-District Gap (Spring 04)	37.1	20.2	50.7	State-District Gap (Spring 04)	33.8	19.3	45.4
Grade 11 Science	% Total	% Low Income	% Not Low Income	Grade 11 Social Studies	% Total	% Low Income	% Not Low Income
District 2002 Baseline (Spring 02)	49.80	23.70	55.70	District 2002 Baseline (Spring 02)	38.29	16.30	43.30
District Target 2004 (Spring 04)	58.16	36.00	63.00	District Target 2004 (Spring 04)	48.57	30.00	53.00
District Result 2004 (Spring 04)	56.60	31.50	64.60	District Result 2004 (Spring 04)	48.8	24.7	56.4
Result 2004 vs. 2003	6.8	7.8	8.9	Result 2004 vs. 2003	10.51	8.4	13.1
Target vs. 2004 Result	-1.56	-4.50	1.60	Target vs. 2004 Result	0.23	-5.30	3.40
State Outcome 2003 (Spring 03)	51.34	30.87	56.12	State Outcome 2003 (Spring 03)	48.74	29.26	53.27
State Outcome 2004 (Spring 04)	0	0	0	State Outcome 2004 (Spring 04)	0	0	0
State 2004 vs. 2003	-51.34	-30.87	-56.12	State 2004 vs. 2003	-48.74	-29.26	-53.27
State-District Gap (Spring 04)	56.6	31.5	64.6	State-District Gap (Spring 04)	48.8	24.7	56.4

Note: Data Sources: Grades 4 and 6 – DOE Website for DSTP. Grades 8 and 11, Data Service Center – file of August 6, 2003.

### **Appendix 3: DSTP Disaggregated Local and Statewide 2004 Outcomes**

Table 13: DSTP Seven Year Summary of Reading Christina School District

Test Year	Grade	Number	Average	Meets or Exceeds	Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1	NCE Number	NCE Average	%ile Rank
Spring 2004	3	1,506	446.58	82.01	17.99	17.8	14.21	50	12.08	5.91	1,392	59.63	67
Spring 2003	3	1,552	443.51	80.67	19.33	15.66	14.05	50.97	12.63	6.7	1,478	58.94	66
Spring 2002	3	1,568	440.27	79.4	20.6	12.82	15.31	51.28	12.05	8.55	1,522	57.46	64
Spring 2001	3	1,566	438.3	78.16	21.84	12.32	12.2	53.64	12.13	9.71	1,566	56.99	63
Spring 2000	3	1,703	438.5	77.86	22.14	14.86	11.51	51.5	11.8	10.33	1,703	56.04	61
Spring 1999	3	1,670	430.5	69.94	30.06	11.26	11.74	46.95	14.37	15.69	1,670	54.43	58
Spring 1998	3	1,672	423.4	63.52	36.48	7.48	10.77	45.28	15.13	21.35	1,672	53.07	56
Spring 2004	5	1,237	475.7	78.66	21.34	5.66	11.56	61.44	14.71	6.63	1,167	52.37	54
Spring 2003	5	1,347	474.37	73.87	26.13	6.76	11.36	55.75	16.26	9.87	1,261	52.4	54
Spring 2002	5	1,407	471.46	73.35	26.65	5.40	10.80	57.14	15.21	11.44	1,345	52.4	54
Spring 2001	5	1,401	467.6	64.81	35.19	7.21	9.78	47.82	19.27	15.92	1,400	52.71	55
Spring 2000	5	1,520	467.3	65.99	34.01	6.71	10.33	48.95	17.3	16.71	1,520	52.6	55
Spring 1999	5	1,555	458.4	58.39	41.61	4.95	6.95	46.5	18.26	23.34	1,555	50.46	51
Spring 1998	5	1,393	452.6	52.62	47.38	4.38	8.33	39.91	17.23	30.15	1,393	48.14	46
Spring 2004	8	1,631	506.15	58.12	41.88	1.16	5.21	51.75	22.13	19.74	1,498	51.07	52
Spring 2003	8	1,479	513.53	65.72	34.28	2.91	5	57.81	20.28	14	1,368	53.99	57
Spring 2002	8	1,612	515.85	68.55	31.45	2.42	6.14	59.99	19.67	11.79	1,525	54.17	58
Spring 2001	8	1,333	515.2	66.69	33.31	4.35	6.15	56.19	19.05	14.25	1,334	54.39	58
Spring 2000	8	1,421	508.3	62.77	37.23	1.62	5.91	55.24	17.73	19.49	1,421	53.31	56
Spring 1999	8	1,489	505.5	59.50	40.5	3.09	4.7	51.71	17.53	22.97	1,490	51.33	52
Spring 1998	8	1,507	503	55.28	44.72	1.39	4.25	49.64	20.04	24.68	1,508	49.71	49
Spring 2004	10	974	512.52	63.76	36.24	1.85	4.72	57.19	16.74	19.51	927	47.07	44
Spring 2003	10	978	507.97	61.66	38.34	0.72	2.66	58.28	18	20.35	934	46.25	43
Spring 2002	10	1,065	504.51	56.90	43.10	1.31	1.78	53.80	20.19	22.91	1,048	45.04	41
Spring 2001	10	1,034	501.6	52.71	47.29	0.77	2.51	49.42	21.08	26.21	1,036	44.89	40
Spring 2000	10	1,030	504.2	52.33	47.67	2.23	1.46	48.64	22.82	24.85	1,030	45.33	41
Spring 1999	10	1,072	500.8	52.43	47.57	0.75	2.43	49.25	20.06	27.52	1,072	43.65	38
Spring 1998	10	1,091	506.3	56.19	43.81	1.01	2.66	52.52	21.17	22.64	1,092	44.92	40

Table 14: DSTP Seven Year Summary of Writing Christina School District

Test Year	Grade	Number	Average	% Meets or Exceeds	% Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1
Spring 2004	3	1,626	6.55	59.96	40.04	0	2.77	57.2	27.55	12.48
Spring 2003	3	1,633	6.11	46.97	53.03	0	1.78	45.19	33.74	19.29
Spring 2002	3	1,637	6.62	52.05	47.95	0.37	1.95	49.73	39.16	8.8
Spring 2001	3	1,662	6.26	40.61	59.39	0.12	1.08	39.41	45.85	13.54
Spring 2000	3	1,632	6.31	42.4	57.6	0.06	0.61	41.73	47.18	10.42
Spring 1999	3	1,602	6.56	50.37	49.63	0.25	1.94	48.19	34.21	15.42
Spring 1998	3	1,585	6.99	59.75	40.25	0.25	2.59	56.91	30.6	9.65
Spring 2004	5	1,322	7.33	58.77	41.23	0	2.57	56.2	35.1	6.13
Spring 2003	5	1,422	7.15	57.81	42.19	0.07	3.23	54.5	34.39	7.81
Spring 2002	5	1,454	7.22	47.39	52.54	0.07	5.09	42.23	47.39	5.16
Spring 2001	5	1,529	7.21	48.33	51.67	0.07	3.47	44.8	32.57	19.1
Spring 2000	5	1,401	6.71	33.33	66.67	0.29	1.93	31.12	38.19	28.48
Spring 1999	5	1,408	7.42	48.37	51.63	0.21	6.25	41.9	34.73	16.9
Spring 1998	5	1,269	7.17	40.35	59.65	0.32	4.33	35.7	39.87	19.78
Spring 2004	8	1,687	7.8	71.9	28.1	1.01	8.18	62.71	22.35	5.75
Spring 2003	8	1,517	7.88	71.39	28.61	1.38	9.76	60.25	24.79	3.82
Spring 2002	8	1,634	7.75	67.14	32.8	0.31	4.71	62.12	29.38	3.43
Spring 2001	8	1,426	7.54	55.19	44.81	0.21	4.42	50.56	33.8	11.01
Spring 2000	8	1,317	7.3	49.66	50.34	0	0.91	48.75	38.27	12.07
Spring 1999	8	1,376	7.27	47.31	52.69	0.29	2.33	44.69	36.05	16.64
Spring 1998	8	1,422	7.41	48.66	51.34	0.63	6.4	41.63	33.19	18.14
Spring 2004	10	1,009	8.05	72.35	27.65	4.76	15.36	52.23	20.52	7.14
Spring 2003	10	997	7.75	64.09	35.91	2.41	13.74	47.94	27.58	8.32
Spring 2002	10	1,081	6.77	39.41	60.59	0.09	2.87	36.45	50.97	9.62
Spring 2001	10	1,068	7.01	49.91	50.09	0.09	1.4	48.41	31.18	18.91
Spring 2000	10	958	6.78	34.86	65.14	0.21	2.09	32.57	39.67	25.47
Spring 1999	10	922	6.4	26.68	73.32	0	1.63	25.05	42.3	31.02
Spring 1998	10	1,002	6.55	26.05	73.95	0	1.3	24.75	46.21	27.74

Table 15: DSTP Summary of Reading 2004 for Christina School District. Scores are disaggregated by grade, student group -- gender, race and income, Title I and Special Education Participation

Test Year	Grade	Student Group	Number	Average	Student Proficiency		Performance Levels (PL)					National Norm Data	
					% Meets or Exceeds	% Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1	NCE Number	NCE Average
Spring 2003	Grade 3	Special Education	87	426.07	62.07	37.93	6.9	10.34	44.83	21.84	16.09	29	51.73
		Regular Education	1,419	447.83	83.23	16.77	18.46	14.45	50.32	11.49	5.29	1,363	59.8
	Grade 5	Special Education	102	453.75	51.96	48.04	2.94	1.96	47.06	25.49	22.55	34	47.22
		Regular Education	1,135	477.67	81.06	18.94	5.9	12.42	62.73	13.74	5.2	1,133	52.52
	Grade 8	Special Education	211	469.48	18.96	81.04	0	0	18.96	23.7	57.35	96	34.5
		Regular Education	1,420	511.6	63.94	36.06	1.34	5.99	56.62	21.9	14.15	1,402	52.2
	Grade 10	Special Education	86	459.84	16.28	83.72	0	0	16.28	9.3	74.42	41	29.46
		Regular Education	888	517.62	68.36	31.64	2.03	5.18	61.15	17.45	14.19	886	47.88
Spring 2003	Grade 3	Female	730	448.79	83.01	16.99	18.9	15.34	48.77	11.64	5.34	682	59.95
		Male	776	444.5	81.06	18.94	16.75	13.14	51.16	12.5	6.44	710	59.33
	Grade 5	Female	597	479.1	81.41	18.59	7.37	11.89	62.14	12.9	5.7	574	53.17
		Male	640	472.52	76.09	23.91	4.06	11.25	60.78	16.41	7.5	593	51.6
	Grade 8	Female	767	510.62	62.58	37.42	1.83	6.39	54.37	19.95	17.47	718	52.09
		Male	864	502.19	54.17	45.83	0.58	4.17	49.42	24.07	21.76	780	50.12
	Grade 10	Female	467	518.01	67.45	32.55	2.36	5.78	59.31	15.42	17.13	449	47.29
		Male	507	507.46	60.36	39.64	1.38	3.75	55.23	17.95	21.7	478	46.86
Spring 2003	Grade 3	African American	553	433.51	73.42	26.58	8.86	9.4	55.15	17.18	9.4	517	53.18
		Hispanic	150	427.59	63.33	36.67	10.67	6.67	46	20.67	16	114	52.99
		White	727	458.28	91.2	8.8	24.35	18.43	48.42	7.02	1.79	686	64.71
		American Indian	3	-	-	-	-	-	-	-	-	-	-
		Asian American	73	467.99	94.52	5.48	34.25	24.66	35.62	5.48	0	72	67.92
	Grade 5	African American	589	464.92	69.61	30.39	1.87	6.45	61.29	19.52	10.87	555	46.76
		Hispanic	116	469.09	77.59	22.41	0	10.34	67.24	17.24	5.17	112	49.6
		White	486	488.38	88.27	11.73	10.7	17.28	60.29	9.26	2.47	455	58.94
		American Indian	1	-	-	-	-	-	-	-	-	-	-
		Asian American	45	497.29	95.56	4.44	15.56	20	60	4.44	0	44	62.54
	Grade 8	African American	704	494.98	46.02	53.98	0.28	2.56	43.18	25.99	27.98	650	45.73
		Hispanic	173	492.86	45.09	54.91	0.58	1.16	43.35	24.86	30.06	159	42.34

Table 15: Continued

Test Year	Grade	Student Group	Number	Average	Student Proficiency		Performance Levels (PL)					National Norm Data	
					% Meets or Exceeds	% Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1	NCE Number	NCE Average
	Grade 8	White	704	519.58	72.87	27.13	1.85	8.38	62.64	18.04	9.09	639	58.48
		American Indian	1	-	-	-	-	-	-	-	-	-	-
		Asian American	49	521.47	67.35	32.65	6.12	12.24	48.98	16.33	16.33	49	53.68
	Grade 10	African American	341	496.54	46.92	53.08	0.59	1.76	44.57	23.75	29.33	319	40.19
		Hispanic	68	488.28	38.24	61.76	0	0	38.24	23.53	38.24	66	37.04
		White	519	524.09	75.92	24.08	2.7	6.74	66.47	12.52	11.56	496	52.47
		American Indian	1	-	-	-	-	-	-	-	-	-	-
		Asian American	45	536.91	88.89	11.11	4.44	11.11	73.33	2.22	8.89	45	51.14
Spring 2003	Grade 3	Low-Income	584	435.27	74.66	25.34	9.76	10.1	54.79	17.12	8.22	524	53.97
		Not Low-Income	922	453.74	86.66	13.34	22.89	16.81	46.96	8.89	4.45	868	63.05
	Grade 5	Low-Income	552	466.14	71.38	28.62	1.99	7.07	62.32	19.2	9.42	516	47.74
		Not Low-Income	685	483.39	84.53	15.47	8.61	15.18	60.73	11.09	4.38	651	56.04
	Grade 8	Low-Income	668	493.56	43.41	56.59	0.45	1.8	41.17	27.54	29.04	601	44.97
		Not Low-Income	963	514.89	68.33	31.67	1.66	7.58	59.09	18.38	13.29	897	55.15
	Grade 10	Low-Income	282	491.7	41.13	58.87	0	0.35	40.78	25.18	33.69	262	38.74
		Not Low-Income	692	521.01	72.98	27.02	2.6	6.5	63.87	13.29	13.73	665	50.35
Spring 2003	Grade 3	LEP	51	413.98	47.06	52.94	5.88	3.92	37.25	31.37	21.57	17	53.87
		Not LEP	1,455	447.72	83.23	16.77	18.21	14.57	50.45	11.41	5.36	1,375	59.7
	Grade 5	LEP	16	447.25	56.25	43.75	0	0	56.25	25	18.75	16	37.46
		Not LEP	1,221	476.07	78.95	21.05	5.73	11.71	61.51	14.58	6.47	1,151	52.58
	Grade 8	LEP	48	470.13	16.67	83.33	0	2.08	14.58	25	58.33	48	30.82
		Not LEP	1,583	507.25	59.38	40.62	1.2	5.31	52.87	22.05	18.57	1,450	51.74
	Grade 10	LEP	19	481.05	21.05	78.95	5.26	0	15.79	15.79	63.16	19	33.37
		Not LEP	955	513.15	64.61	35.39	1.78	4.82	58.01	16.75	18.64	908	47.35
Spring 2003	Grade 3	Title I	733	439.75	77.49	22.51	11.19	13.37	52.93	15.83	6.68	659	57.06
		Not Title I	773	453.05	86.29	13.71	24.06	15.01	47.22	8.54	5.17	733	61.94
	Grade 5	Title I	1,179	475.5	78.2	21.8	5.6	11.45	61.15	15.18	6.62	1,119	52.35
		Not Title I	58	479.72	87.93	12.07	6.9	13.79	67.24	5.17	6.9	48	52.72
	Grade 8	Not Title I	1,631	506.15	58.12	41.88	1.16	5.21	51.75	22.13	19.74	1,498	51.07
	Grade 10	Not Title I	974	512.52	63.76	36.24	1.85	4.72	57.19	16.74	19.51	927	47.07

Table16: Statewide Summary of Reading. Spring 2004. Scores are disaggregated by grade, student group -- gender, race and income, Title I and Special Education Participation

Test Year	Grade	Student Group	Number	Average	Proficiency Level		Performance Levels (PL)					National Normative Data	
					% Meets/ Exceeds	% Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1	NCE Number	NCE Average
Spring 2004	Grade 3	Special Education	352	417.29	52.56	47.44	3.69	8.24	40.63	26.14	21.31	148	47.12
		Regular Education	7,520	447.88	83.75	16.25	17.46	15.77	50.52	10.63	5.63	7,241	60.69
	Grade 5	Special Education	482	453.17	55.6	44.4	2.07	4.56	48.96	21.37	23.03	190	44.25
		Regular Education	7,518	484.88	86.39	13.61	8.97	15.34	62.09	10.71	2.9	7,380	56.62
	Grade 8	Special Education	1,007	480.81	30.39	69.61	0.2	0.3	29.89	28	41.61	335	44.15
		Regular Education	8,317	522.55	75.81	24.19	2.54	8.68	64.59	16.51	7.68	8,172	58.03
	Grade 10	Special Education	631	465.13	16.16	83.84	0.16	0	16.01	19.97	63.87	212	31.71
		Regular Education	6,522	525.13	76.65	23.35	2.02	5.37	69.26	15.38	7.97	6,430	51.47
Spring 2004	Grade 3	Female	3,883	450.8	84.37	15.63	20.01	16.89	47.46	10.71	4.92	3,690	61.57
		Male	3,989	442.35	80.4	19.6	13.76	14.01	52.62	11.91	7.7	3,699	59.27
	Grade 5	Female	3,956	486.13	86.15	13.85	10.39	15.6	60.16	10.41	3.44	3,820	56.69
		Male	4,044	479.89	82.96	17.04	6.75	13.8	62.41	12.27	4.77	3,750	55.92
	Grade 8	Female	4,495	523.96	75.53	24.47	3.6	9.59	62.34	16.08	8.39	4,217	59.21
		Male	4,829	512.54	66.6	33.4	1.06	6.09	59.45	19.3	14.1	4,290	55.79
	Grade 10	Female	3,558	524.2	74.56	25.44	2.45	5.59	66.53	14.84	10.6	3,359	50.69
		Male	3,595	515.52	68.09	31.91	1.28	4.2	62.61	16.72	15.19	3,283	50.99
Spring 2004	Grade 3	African American	2,549	429.73	70.07	29.93	6.39	9.1	54.57	18.24	11.69	2,431	52.46
		Hispanic	618	434.33	74.27	25.73	7.61	11.49	55.18	16.99	8.74	476	54.92
		White	4,460	456.66	89.87	10.13	23.16	19.24	47.47	6.97	3.16	4,244	65.13
		American Indian	20	437.35	80	20	5	15	60	15	5	19	53.51
		Asian American	225	469.94	95.11	4.89	36.44	22.67	36	3.11	1.78	219	70.1
	Grade 5	African American	2,698	467.59	72.57	27.43	2.59	7.19	62.79	19.31	8.12	2,561	48.3
		Hispanic	532	475.12	83.46	16.54	3.57	11.28	68.61	11.84	4.7	479	52.07
		White	4,531	492.18	91.26	8.74	12.2	19.38	59.68	6.91	1.83	4,297	61.21
		American Indian	18	480.33	83.33	16.67	5.56	22.22	55.56	11.11	5.56	17	60.07
		Asian American	221	500.94	95.48	4.52	18.55	17.65	59.28	4.07	0.45	216	62.81
	Grade 8	African American	3,096	502.23	53.94	46.06	0.55	3.13	50.26	25.81	20.25	2,772	49.3
		Hispanic	582	502.36	55.5	44.5	1.37	3.09	51.03	22.16	22.34	529	48.53
		White	5,411	528.21	81.83	18.17	3.27	10.61	67.95	12.9	5.27	4,983	62.81
		American Indian	30	520.43	66.67	33.33	0	16.67	50	23.33	10	26	64

Table 16: Continued

Test Year	Grade	Student Group	Number	Average	Proficiency Level		Performance Levels (PL)					National Normative Data	
					% Meets/ Exceeds	% Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1	NCE Number	NCE Average
		Asian American	205	532.75	82.93	17.07	5.37	15.12	62.44	10.73	6.34	197	61.32
	Grade 10	African American	1,826	499.68	50.99	49.01	0.22	1.81	48.96	22.4	26.62	1,629	42.08
		Hispanic	333	500.08	54.65	45.35	0.3	0.3	54.05	19.82	25.53	310	41.93
		White	4,770	527.91	79.56	20.44	2.24	6.02	71.3	13.35	7.09	4,493	54.35
		American Indian	18	526.61	88.89	11.11	11.11	0	77.78	11.11	0	17	49.41
		Asian American	206	542.95	85.92	14.08	9.22	14.08	62.62	7.28	6.8	193	57.53
Spring 2004	Grade 3	Low-Income	3,040	432.55	73.45	26.55	7.04	10.03	56.38	16.88	9.67	2,776	53.48
		Not Low-Income	4,832	455.3	87.96	12.04	23.01	18.83	46.11	7.82	4.22	4,613	64.59
	Grade 5	Low-Income	3,060	468.71	75.23	24.77	2.71	7.48	65.03	17.39	7.39	2,848	49.27
		Not Low-Income	4,940	491.8	90.3	9.7	12.17	19.15	58.99	7.61	2.09	4,722	60.55
	Grade 8	Low-Income	3,257	502.1	54.5	45.5	0.61	2.89	51	24.84	20.66	2,847	50.03
		Not Low-Income	6,067	526.61	79.71	20.29	3.18	10.4	66.13	13.94	6.35	5,660	61.24
	Grade 10	Low-Income	1,677	499.37	49.97	50.03	0.48	1.07	48.42	23.55	26.48	1,474	42.69
		Not Low-Income	5,476	526.11	77.85	22.15	2.28	6.06	69.5	13.4	8.75	5,168	53.16
Spring 2004	Grade 3	LEP	209	426.08	67.46	32.54	4.78	9.09	53.59	20.1	12.44	76	55.1
		Not LEP	7,663	447.07	82.76	17.24	17.17	15.61	49.98	11.08	6.16	7,313	60.47
	Grade 5	LEP	71	460.85	70.42	29.58	2.82	4.23	63.38	18.31	11.27	39	41.21
		Not LEP	7,929	483.17	84.66	15.34	8.6	14.78	61.28	11.29	4.05	7,531	56.39
	Grade 8	LEP	101	473.62	18.81	81.19	0	1.98	16.83	26.73	54.46	75	33.04
		Not LEP	9,223	518.53	71.47	28.53	2.31	7.84	61.32	17.65	10.87	8,432	57.7
	Grade 10	LEP	78	478.04	23.08	76.92	1.28	0	21.79	21.79	55.13	57	30.31
		Not LEP	7,075	520.3	71.84	28.16	1.87	4.95	65.03	15.72	12.44	6,585	51.02
Spring 2004	Grade 3	Title 1	3,959	440.33	77.7	22.3	12.58	13.51	51.6	14.14	8.16	3,709	57.11
		Not Title 1	3,913	452.77	87.07	12.93	21.16	17.38	48.53	8.46	4.47	3,680	63.75
	Grade 5	Title 1	3,843	479.48	81.11	18.89	7.96	12.78	60.37	13.74	5.15	3,608	54.4
		Not Title 1	4,157	486.2	87.71	12.29	9.09	16.45	62.16	9.14	3.15	3,962	58.05
	Grade 8	Title 1	1,609	519.01	70.73	29.27	3.17	7.58	59.98	19.02	10.25	1,471	57.71
		Not Title 1	7,715	517.84	70.94	29.06	2.1	7.82	61.02	17.49	11.57	7,036	57.44
	Grade 10	Title 1	283	512.25	65.37	34.63	0.35	0.71	64.31	30.04	4.59	267	45.99
		Not Title 1	6,870	520.15	71.56	28.44	1.92	5.07	64.57	15.2	13.25	6,375	51.04

Table 17: DSTP Summary of Writing 2004 for Christina School District. Scores are disaggregated by grade, student group -- gender, race and income, Title I and Special Education Participation

Test Year	Grade	Student Group	Number	Average	Student Proficiency		Performance Levels (PL)				
					% Meets or Exceeds	% Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1
Spring 2003	Grade 3	Special Education	206	5.06	27.67	72.33	0	0	27.67	33.5	38.83
		Regular Education	1,420	6.76	64.65	35.35	0	3.17	61.48	26.69	8.66
	Grade 5	Special Education	184	5.55	19.02	80.98	0	1.09	17.93	52.72	28.26
		Regular Education	1,138	7.62	65.2	34.8	0	2.81	62.39	32.25	2.55
	Grade 8	Special Education	265	6.14	31.32	68.68	0	1.13	30.19	49.81	18.87
		Regular Education	1,422	8.11	79.47	20.53	1.2	9.49	68.78	17.23	3.31
	Grade 10	Special Education	113	5.32	21.24	78.76	0	0	21.24	40.71	38.05
		Regular Education	896	8.4	78.79	21.21	5.36	17.3	56.14	17.97	3.24
Spring 2003	Grade 3	Female	774	6.77	64.6	35.4	0	3.36	61.24	24.68	10.72
		Male	852	6.34	55.75	44.25	0	2.23	53.52	30.16	14.08
	Grade 5	Female	621	7.72	68.6	31.4	0	4.35	64.25	28.82	2.58
		Male	701	6.98	50.07	49.93	0	1	49.07	40.66	9.27
	Grade 8	Female	787	8.18	80.43	19.57	1.52	10.04	68.87	15.76	3.81
		Male	900	7.47	64.44	35.56	0.56	6.56	57.33	28.11	7.44
	Grade 10	Female	477	8.56	80.5	19.5	7.34	19.71	53.46	16.14	3.35
		Male	532	7.6	65.04	34.96	2.44	11.47	51.13	24.44	10.53
Spring 2003	Grade 3	African American	601	6.21	51.91	48.09	0	1.66	50.25	32.78	15.31
		Hispanic	165	5.87	40.61	59.39	0	2.42	38.18	38.18	21.21
		White	781	6.86	68.37	31.63	0	3.33	65.04	22.15	9.48
		American Indian	4	-	-	-	-	-	-	-	-
		Asian American	75	7.48	80	20	0	6.67	73.33	18.67	1.33
	Grade 5	African American	639	7.05	51.02	48.98	0	1.41	49.61	41.47	7.51
		Hispanic	123	7.23	54.47	45.53	0	0.81	53.66	39.02	6.5
		White	514	7.62	67.32	32.68	0	4.09	63.23	27.82	4.86
		American Indian	1	-	-	-	-	-	-	-	-
		Asian American	45	8.27	82.22	17.78	0	6.67	75.56	17.78	0
	Grade 8	African American	734	7.49	66.89	33.11	0.68	3.81	62.4	25.48	7.63
		Hispanic	182	7.25	59.89	40.11	0.55	4.95	54.4	30.77	9.34

Table 17: Continued

Test Year	Grade	Student Group	Number	Average	Student Proficiency		Performance Levels (PL)				
					% Meets or Exceeds	% Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1
	Grade 8	White	721	8.23	79.75	20.25	1.53	12.21	66.02	17.2	3.05
		American Indian	1	-	-	-	-	-	-	-	-
		Asian American	49	8.31	77.55	22.45	0	26.53	51.02	18.37	4.08
	Grade 10	African American	361	7.33	61.5	38.5	1.11	8.03	52.35	27.42	11.08
		Hispanic	68	7.29	55.88	44.12	0	10.29	45.59	35.29	8.82
		White	532	8.52	80.45	19.55	6.77	19.36	54.32	15.04	4.51
		American Indian	1	-	-	-	-	-	-	-	-
		Asian American	47	9.38	87.23	12.77	17.02	34.04	36.17	8.51	4.26
Spring 2003	Grade 3	Low-Income	650	6.19	50.31	49.69	0	2.15	48.15	33.69	16
		Not Low-Income	976	6.78	66.39	33.61	0	3.18	63.22	23.46	10.14
	Grade 5	Low-Income	600	7	48.33	51.67	0	1.33	47	44.67	7
		Not Low-Income	722	7.61	67.45	32.55	0	3.6	63.85	27.15	5.4
	Grade 8	Low-Income	709	7.35	62.2	37.8	0.56	3.81	57.83	29.62	8.18
		Not Low-Income	978	8.13	78.94	21.06	1.33	11.35	66.26	17.08	3.99
	Grade 10	Low-Income	300	7.22	59	41	0.33	9	49.67	29.67	11.33
		Not Low-Income	709	8.41	78	22	6.63	18.05	53.31	16.64	5.36
Spring 2003	Grade 3	LEP	54	5.28	31.48	68.52	0	0	31.48	29.63	38.89
		Not LEP	1,572	6.59	60.94	39.06	0	2.86	58.08	27.48	11.58
	Grade 5	LEP	16	6.56	37.5	62.5	0	0	37.5	56.25	6.25
		Not LEP	1,306	7.34	59.04	40.96	0	2.6	56.43	34.84	6.13
	Grade 8	LEP	48	6.1	31.25	68.75	0	4.17	27.08	45.83	22.92
		Not LEP	1,639	7.85	73.09	26.91	1.04	8.3	63.76	21.66	5.25
	Grade 10	LEP	20	6.8	35	65	5	10	20	55	10
		Not LEP	989	8.08	73.1	26.9	4.75	15.47	52.88	19.82	7.08
Spring 2003	Grade 3	Title 1	786	6.44	57.63	42.37	0	1.27	56.36	30.03	12.34
		Not Title 1	840	6.65	62.14	37.86	0	4.17	57.98	25.24	12.62
	Grade 5	Title 1	1,256	7.35	59.39	40.61	0	2.55	56.85	35.03	5.57
		Not Title 1	66	6.88	46.97	53.03	0	3.03	43.94	36.36	16.67
	Grade 8	Not Title 1	1,687	7.8	71.9	28.1	1.01	8.18	62.71	22.35	5.75
	Grade 10	Not Title 1	1,009	8.05	72.35	27.65	4.76	15.36	52.23	20.52	7.14

Table 18: Statewide DSTP Summary of Writing, Spring 2004. Scores are disaggregated by grade, student group -- gender, race and income, Title I and Special Education Participation.

Test Year	Grade	Student Group	Number	Writing Average	Proficiency Level		Performance Levels (PL)				
					% Meets or Exceeds	% Below	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1
Spring 2004	Grade 3	Special Education	1,106	4.71	18.99	81.01	0	0	18.99	34.81	46.2
		Regular Education	7,534	6.45	57.22	42.78	0.01	1.77	55.44	30.51	12.26
	Grade 5	Special Education	1,239	5.61	19.94	80.06	0	0.48	19.45	54.4	25.67
		Regular Education	7,538	7.72	66.76	33.24	0.25	4.39	62.11	31.36	1.88
	Grade 8	Special Education	1,483	6.6	44.23	55.77	0.13	2.09	42.01	41.27	14.5
		Regular Education	8,355	8.61	87.78	12.22	2.82	16.71	68.25	10.92	1.3
	Grade 10	Special Education	751	6.03	29.83	70.17	0.13	0.67	29.03	50.07	20.11
		Regular Education	6,651	8.68	86.45	13.55	3.71	21.23	61.51	11.76	1.79
Spring 2004	Grade 3	Female	4,151	6.54	59.6	40.4	0.02	1.98	57.6	27.99	12.41
		Male	4,489	5.93	45.6	54.4	0	1.14	44.46	33.91	20.49
	Grade 5	Female	4,221	7.79	69.25	30.75	0.28	5.64	63.33	27.88	2.87
		Male	4,556	7.08	51.71	48.29	0.15	2.17	49.39	40.85	7.44
	Grade 8	Female	4,697	8.71	88.57	11.43	3.6	19.05	65.91	9.73	1.7
		Male	5,141	7.94	74.5	25.5	1.34	10.35	62.81	20.75	4.75
	Grade 10	Female	3,658	8.78	87.18	12.82	4.65	23.05	59.49	10.91	1.91
		Male	3,744	8.06	74.39	25.61	2.08	15.33	56.97	20.27	5.34
Spring 2004	Grade 3	African American	2,856	5.73	40.44	59.56	0	0.77	39.67	35.82	23.74
		Hispanic	707	5.92	43.42	56.58	0	0.99	42.43	36.63	19.94
		White	4,824	6.51	59.54	40.46	0	1.87	57.67	27.99	12.48
		American Indian	21	6.19	47.62	52.38	0	0	47.62	42.86	9.52
		Asian American	232	7.29	76.29	23.71	0.43	6.03	69.83	18.53	5.17
	Grade 5	African American	3,033	7.04	50.74	49.26	0.07	2.04	48.63	41.71	7.55
		Hispanic	598	7.16	53.34	46.66	0	2.34	51	39.46	7.19
		White	4,901	7.65	65.88	34.12	0.27	4.84	60.78	30.3	3.82
		American Indian	21	7.33	57.14	42.86	0	0	57.14	42.86	0
		Asian American	224	8.32	80.36	19.64	1.79	10.71	67.86	19.2	0.45
	Grade 8	African American	3,301	7.86	73.67	26.33	1	8.94	63.74	21.08	5.24
		Hispanic	640	7.67	70.16	29.84	0.94	7.97	61.25	22.66	7.19
		White	5,661	8.61	86.57	13.43	3.23	17.68	65.66	11.62	1.8

Table 18: Continued

Test Year	Grade	Student Group	Number	Writing Average	Proficiency Level		Performance Levels (PL)				
					% Meets or Exceeds	% Below	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1
		American Indian	30	8.03	70	30	0	26.67	43.33	26.67	3.33
		Asian American	206	9.21	90.78	9.22	7.77	34.95	48.06	8.25	0.97
	Grade 10	African American	1,918	7.68	67.57	32.43	0.99	11.11	55.47	25.18	7.25
		Hispanic	345	7.7	66.38	33.62	0.58	12.17	53.62	28.12	5.51
		White	4,913	8.7	86.38	13.62	3.87	22.29	60.23	11.42	2.2
		American Indian	18	9.28	100	0	5.56	27.78	66.67	0	0
		Asian American	208	9.55	89.9	10.1	17.31	29.81	42.79	8.17	1.92
Spring 2004	Grade 3	Low-Income	3,506	5.72	39.73	60.27	0	0.68	39.05	36.91	23.36
		Not Low-Income	5,134	6.56	60.93	39.07	0.02	2.12	58.78	27.07	12
	Grade 5	Low-Income	3,538	6.93	47.34	52.66	0.03	1.61	45.7	44.6	8.06
		Not Low-Income	5,239	7.76	68.79	31.21	0.34	5.34	63.1	27.87	3.34
	Grade 8	Low-Income	3,568	7.72	70.88	29.12	0.78	7.54	62.56	23.49	5.63
		Not Low-Income	6,270	8.64	87.1	12.9	3.35	18.47	65.28	10.94	1.96
	Grade 10	Low-Income	1,769	7.6	66.14	33.86	0.73	10.23	55.17	27.02	6.84
		Not Low-Income	5,633	8.67	85.28	14.72	4.17	21.94	59.17	12.07	2.65
Spring 2004	Grade 3	LEP	247	5.88	44.53	55.47	0	0	44.53	31.98	23.48
		Not LEP	8,393	6.23	52.56	47.44	0.01	1.58	50.96	31.04	16.41
	Grade 5	LEP	88	6.39	29.55	70.45	0	1.14	28.41	60.23	10.23
		Not LEP	8,689	7.43	60.46	39.54	0.22	3.87	56.37	34.35	5.19
	Grade 8	LEP	120	6.53	39.17	60.83	0	5	34.17	45.83	15
		Not LEP	9,718	8.33	81.73	18.27	2.45	14.62	64.66	15.12	3.15
	Grade 10	LEP	84	6.88	40.48	59.52	2.38	8.33	29.76	51.19	8.33
		Not LEP	7,318	8.43	81.17	18.83	3.36	19.27	58.54	15.24	3.59
Spring 2004	Grade 3	Title 1	4,343	6.05	47.92	52.08	0.02	0.87	47.02	33.71	18.37
		Not Title 1	4,297	6.4	56.78	43.22	0	2.21	54.57	28.39	14.82
	Grade 5	Title 1	4,148	7.36	58.39	41.61	0.27	3.59	54.53	36.31	5.3
		Not Title 1	4,629	7.47	61.72	38.28	0.17	4.06	57.49	33.1	5.18
	Grade 8	Title 1	1,696	8.37	82.31	17.69	2.71	14.09	65.51	15.21	2.48
		Not Title 1	8,142	8.3	80.99	19.01	2.36	14.59	64.04	15.55	3.46
	Grade 10	Title 1	287	8.52	93.73	6.27	0.35	13.24	80.14	5.57	0.7
		Not Title 1	7,115	8.41	80.18	19.82	3.47	19.38	57.33	16.05	3.77

Table 19: DSTP Seven Year Summary of Mathematics Christina School District By Grade and Group

Test Year	Grade	Number	Average	Meets or Exceeds	Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1	NCE Number	NCE Average	%ile Rank
Spring 2004	3	1,639	441.42	77.18	22.82	9.09	22.88	45.21	14.28	8.54	1,412	65.58	77
Spring 2003	3	1,639	438.45	75.41	24.59	8.79	19.71	46.92	14.58	10.01	1,487	63.35	74
Spring 2002	3	1,630	437.05	72.88	27.12	8.65	20.06	44.17	16.07	11.04	1,529	62.02	71
Spring 2001	3	1,608	435.06	74.75	25.25	8.02	16.23	50.5	15.42	9.83	1,608	60.55	69
Spring 2000	3	1,704	432.1	73.59	26.41	6.4	14.79	52.41	16.02	10.39	1,705	58.34	65
Spring 1999	3	1,670	423.24	65.15	34.85	4.73	12.51	47.9	17.37	17.49	1,670	54.64	59
Spring 1998	3	1,678	411.88	55.78	44.22	2.26	7.81	45.71	19.67	24.55	1,677	51.42	53
Spring 2004	5	1,323	466.27	69.99	30.01	5.74	10.58	53.67	17.54	12.47	1,174	58.33	65
Spring 2003	5	1,422	464.98	67.72	32.28	5.91	10.55	51.27	18.64	13.64	1,265	59.17	67
Spring 2002	5	1,463	459.54	62.54	37.46	4.65	8.2	49.69	19.41	18.05	1,373	55.88	61
Spring 2001	5	1,421	458.96	59.89	40.11	5.91	9.36	44.62	19.85	20.27	1,420	55.65	60
Spring 2000	5	1,522	454.49	54.8	45.2	5.65	6.04	43.1	22.67	22.54	1,522	53.46	57
Spring 1999	5	1,555	448.37	50.16	49.84	3.41	5.02	41.74	23.99	25.85	1,555	50.76	51
Spring 1998	5	1,389	442.31	44.06	55.94	2.74	5.9	35.42	21.74	34.2	1,389	47.56	45
Spring 2002	5	1,463	459.54	62.54	37.46	4.65	8.2	49.69	19.41	18.05	1,373	55.88	61
Spring 2004	8	1,684	480.41	33.49	66.51	4.33	3.86	25.3	26.78	39.73	1,441	49.91	50
Spring 2003	8	1,524	484.99	35.7	64.3	5.91	4.92	24.87	30.58	33.73	1,337	50.98	52
Spring 2002	8	1,628	487.57	40.48	59.52	6.33	6.39	27.76	28.44	31.08	1,481	52.35	54
Spring 2001	8	1,306	484.3	37.29	62.71	6.28	5.36	25.65	27.79	34.92	1,306	50.28	50
Spring 2000	8	1,425	480.17	33.26	66.74	5.75	4.56	22.95	26.25	40.49	1,426	49.54	49
Spring 1999	8	1,496	478.18	31.62	68.38	5.75	5.48	20.39	23.86	44.52	1,495	48.03	46
Spring 1998	8	1,509	479.01	33.27	66.73	8.02	5.77	19.48	19.55	47.18	1,509	47.83	46
Spring 2002	8	1,628	487.57	40.48	59.52	6.33	6.39	27.76	28.44	31.08	1,481	52.35	54
Spring 2004	10	993	523.87	41.89	58.11	12.39	6.24	23.26	26.89	31.22	900	54.7	59
Spring 2003	10	980	519.33	40.71	59.29	9.08	7.65	23.98	26.53	32.76	918	52.82	55
Spring 2002	10	1,039	513.5	33.69	66.31	8.18	4.91	20.6	28.1	38.21	992	50.05	50
Spring 2001	10	1,006	508.87	28.83	71.17	5.47	4.57	18.79	26.84	44.33	1,006	47.63	45
Spring 2000	10	1,036	511.18	31.76	68.24	7.63	4.73	19.4	22.78	45.46	1,038	47.76	46
Spring 1999	10	1,075	506.26	28.65	71.35	5.77	2.98	19.91	26.05	45.3	1,077	44.36	39
Spring 1998	10	1,082	511.39	32.16	67.84	7.12	5.27	19.78	23.84	43.99	1,083	46.63	44

Table 20: DSTP Summary of Mathematics 2004 for Christina School District. Scores are disaggregated by grade, student group -- gender, race and income, Title I and Special Education Participation

Test Year	Grade	Student Group	Number	Average	Student Proficiency		Performance Levels (PL)					National Norm Data	
					% Meets or Exceeds	% Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1	NCE Number	NCE Average
Spring 2003	Grade 3	Special Education	206	405.67	43.2	56.8	2.43	10.19	30.58	27.18	29.61	47	52.37
		Regular Education	1,433	446.56	82.07	17.93	10.05	24.7	47.31	12.42	5.51	1,365	66.04
	Grade 5	Special Education	185	434.78	37.84	62.16	0	5.41	32.43	22.7	39.46	38	41.11
		Regular Education	1,138	471.39	75.22	24.78	6.68	11.42	57.12	16.7	8.08	1,136	58.91
	Grade 8	Special Education	263	449.56	6.08	93.92	0	0.38	5.7	15.59	78.33	40	31.1
		Regular Education	1,421	486.12	38.56	61.44	5.14	4.5	28.92	28.85	32.58	1,401	50.45
	Grade 10	Special Education	106	480.84	5.66	94.34	0.94	2.83	1.89	16.04	78.3	14	39.14
		Regular Education	887	529.01	46.22	53.78	13.75	6.65	25.82	28.18	25.59	886	54.94
Spring 2003	Grade 3	Female	780	438.21	74.62	25.38	8.08	22.44	44.1	16.03	9.36	691	63.92
		Male	859	444.34	79.51	20.49	10.01	23.28	46.22	12.69	7.8	721	67.17
	Grade 5	Female	621	466.64	70.37	29.63	5.31	10.31	54.75	18.68	10.95	574	58.78
		Male	702	465.95	69.66	30.34	6.13	10.83	52.71	16.52	13.82	600	57.91
	Grade 8	Female	788	479.62	31.85	68.15	4.06	2.41	25.38	28.68	39.47	698	48.12
		Male	896	481.1	34.93	65.07	4.58	5.13	25.22	25.11	39.96	743	51.59
	Grade 10	Female	470	523.09	40.43	59.57	12.34	5.53	22.55	28.09	31.49	445	53
		Male	523	524.57	43.21	56.79	12.43	6.88	23.9	25.81	30.98	455	56.36
Spring 2003	Grade 3	African American	601	422.75	65.39	34.61	2.16	12.98	50.25	21.13	13.48	526	57.04
		Hispanic	175	425.86	64	36	3.43	14.29	46.29	24	12	116	59.36
		White	782	455.71	87.72	12.28	13.81	30.95	42.97	7.93	4.35	693	71.67
		American Indian	4	-	-	-	-	-	-	-	-	-	-
		Asian American	77	479.04	93.51	6.49	28.57	38.96	25.97	2.6	3.9	74	79.67
	Grade 5	African American	641	451.02	56.94	43.06	0.94	4.06	51.95	24.18	18.88	559	50.07
		Hispanic	123	463.99	73.17	26.83	3.25	8.13	61.79	13.82	13.01	114	56.55
		White	513	482.58	83.24	16.76	10.53	18.52	54.19	11.31	5.46	456	67.27
		American Indian	1	-	-	-	-	-	-	-	-	-	-
		Asian American	45	504.56	97.78	2.22	26.67	20	51.11	2.22	0	44	75.88
	Grade 8	African American	725	466.44	18.21	81.79	1.1	1.52	15.59	25.93	55.86	605	42.76
		Hispanic	185	472.41	25.95	74.05	0	0.54	25.41	30.81	43.24	158	44.13

Table 20: Continued

Test Year	Grade	Student Group	Number	Average	Student Proficiency		Performance Levels (PL)					National Norm Data	
					% Meets or Exceeds	% Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1	NCE Number	NCE Average
	Grade 8	White	721	494.16	48.68	51.32	7.21	6.8	34.67	27.32	23.99	625	57.46
		American Indian	1	-	-	-	-	-	-	-	-	-	-
		Asian American	52	513.27	63.46	36.54	25	7.69	30.77	15.38	21.15	52	59.88
	Grade 10	African American	350	502.71	18	82	3.14	2.57	12.29	31.14	50.86	304	43.64
		Hispanic	71	506.45	22.54	77.46	2.82	4.23	15.49	23.94	53.52	67	45.83
		White	523	536.96	57.55	42.45	17.4	8.41	31.74	25.43	17.02	482	61.16
		American Indian	1	-	-	-	-	-	-	-	-	-	-
		Asian American	48	560.69	72.92	27.08	39.58	12.5	20.83	16.67	10.42	46	72.57
Spring 2003	Grade 3	Low-Income	651	427.35	67.28	32.72	3.84	15.67	47.77	20.74	11.98	534	59.03
		Not Low-Income	988	450.69	83.7	16.3	12.55	27.63	43.52	10.02	6.28	878	69.57
	Grade 5	Low-Income	600	456.67	61.83	38.17	2.5	6.33	53	21.83	16.33	520	53.15
		Not Low-Income	723	474.24	76.76	23.24	8.44	14.11	54.22	13.97	9.27	654	62.46
	Grade 8	Low-Income	700	467.19	18.43	81.57	1.14	1.43	15.86	27.14	54.43	559	43.66
		Not Low-Income	984	489.82	44.21	55.79	6.61	5.59	32.01	26.52	29.27	882	53.87
	Grade 10	Low-Income	289	504.19	22.49	77.51	2.77	2.77	16.96	29.76	47.75	246	46
		Not Low-Income	704	531.95	49.86	50.14	16.34	7.67	25.85	25.71	24.43	654	57.97
Spring 2003	Grade 3	LEP	67	422.43	61.19	38.81	2.99	11.94	46.27	31.34	7.46	20	66.04
		Not LEP	1,572	442.23	77.86	22.14	9.35	23.35	45.17	13.55	8.59	1,392	65.58
	Grade 5	LEP	18	454.61	66.67	33.33	0	0	66.67	11.11	22.22	18	49.39
		Not LEP	1,305	466.44	70.04	29.96	5.82	10.73	53.49	17.62	12.34	1,156	58.47
	Grade 8	LEP	54	471.2	27.78	72.22	0	0	27.78	24.07	48.15	54	41.09
		Not LEP	1,630	480.71	33.68	66.32	4.48	3.99	25.21	26.87	39.45	1,387	50.25
	Grade 10	LEP	28	509.04	28.57	71.43	7.14	0	21.43	10.71	60.71	27	49.21
		Not LEP	965	524.3	42.28	57.72	12.54	6.42	23.32	27.36	30.36	873	54.87
Spring 2003	Grade 3	Title 1	798	436.14	73.68	26.32	6.64	20.55	46.49	17.79	8.52	669	62.67
		Not Title 1	841	446.43	80.5	19.5	11.41	25.09	44	10.94	8.56	743	68.21
	Grade 5	Title 1	1,256	466.31	70.06	29.94	5.81	10.43	53.82	17.52	12.42	1,127	58.36
		Not Title 1	67	465.57	68.66	31.34	4.48	13.43	50.75	17.91	13.43	47	57.83
	Grade 8	Not Title 1	1,684	480.41	33.49	66.51	4.33	3.86	25.3	26.78	39.73	1,441	49.91
	Grade 10	Not Title 1	993	523.87	41.89	58.11	12.39	6.24	23.26	26.89	31.22	900	54.7

Table 21: Statewide Summary of Mathematics. Spring 2004. Scores are disaggregated by grade, student group -- gender, race, income Title I and Special Education Participation.

Test Year	Grade	Student Group	Number	Average Scale Score	Proficiency Level		Performance Levels (PL)					National Normative Data	
					% Meets or Exceeds	% Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1	NCE Number	NCE Average
	Grade 3	Special Education	1,124	406.83	47.33	52.67	1.51	8.99	36.83	21.89	30.78	323	48.93
		Regular Education	7,561	444.15	82	18	8.7	23.12	50.18	11.82	6.18	7,253	66.6
	Grade 5	Special Education	1,242	440.16	40.66	59.34	1.29	3.95	35.43	26.81	32.53	273	48.22
		Regular Education	7,586	477.97	81.02	18.98	8.87	14.14	58	13.68	5.3	7,412	63.86
	Grade 8	Special Education	1,480	462.47	16.01	83.99	0.61	1.35	14.05	21.22	62.77	212	44.46
		Regular Education	8,322	502	56.25	43.75	11.45	9.48	35.32	23.66	20.09	8,151	57.56
	Grade 10	Special Education	732	488.53	10.66	89.34	1.09	1.5	8.06	19.4	69.95	115	39.06
		Regular Education	6,632	538.34	57.87	42.13	17.31	7.96	32.6	27.56	14.57	6,523	59.94
Spring 2004	Grade 3	Female	4,173	438.2	76.83	23.17	6.93	20.7	49.2	13.85	9.32	3,764	65.17
		Male	4,512	440.36	78.15	21.85	8.55	21.83	47.76	12.46	9.4	3,812	66.51
	Grade 5	Female	4,248	471.58	75.66	24.34	6.69	11.84	57.13	15.87	8.47	3,845	62.37
		Male	4,580	473.64	75.04	24.96	8.84	13.52	52.69	15.22	9.74	3,840	64.25
	Grade 8	Female	4,686	495.58	49.81	50.19	9.26	7.64	32.91	23.67	26.53	4,177	55.93
		Male	5,116	496.45	50.51	49.49	10.32	8.82	31.37	22.95	26.54	4,186	58.53
	Grade 10	Female	3,648	531.28	51.26	48.74	13.65	6.85	30.76	29.28	19.46	3,391	57.92
		Male	3,716	535.45	55.06	44.94	17.71	7.78	29.57	24.27	20.67	3,247	61.31
Spring 2004	Grade 3	African American	2,869	417.49	60.82	39.18	1.46	10.25	49.11	22.38	16.8	2,514	56.33
		Hispanic	720	430.09	73.61	26.39	2.64	16.39	54.58	14.86	11.53	495	61.52
		White	4,838	451.81	87.18	12.82	11.26	27.84	48.08	7.9	4.92	4,326	71.11
		American Indian	21	432.52	80.95	19.05	0	14.29	66.67	4.76	14.29	19	62.33
		Asian American	237	477.26	93.67	6.33	29.11	36.71	27.85	3.38	2.95	222	81
	Grade 5	African American	3,034	453.65	58.17	41.83	1.62	4.68	51.88	25.12	16.71	2,597	53.68
		Hispanic	618	466.27	72.49	27.51	4.05	10.03	58.41	16.18	11.33	499	59.39
		White	4,924	483.69	85.38	14.62	11.21	17.38	56.78	10.05	4.57	4,354	68.8
		American Indian	21	471.95	66.67	33.33	4.76	19.05	42.86	28.57	4.76	16	64.14
		Asian American	231	503.93	95.24	4.76	26.84	25.11	43.29	3.46	1.3	219	77.27
	Grade 8	African American	3,270	475.63	27.55	72.45	2.14	2.94	22.48	27.4	45.05	2,681	47.58
		Hispanic	644	480.97	32.92	67.08	2.33	3.73	26.86	30.28	36.8	526	48.43
		White	5,649	508.13	64.24	35.76	14.04	11.79	38.41	20.43	15.33	4,930	62.87
		American Indian	29	501.72	58.62	41.38	10.34	10.34	37.93	20.69	20.69	25	60.14
		Asian American	210	533.81	75.71	24.29	38.57	9.52	27.62	15.24	9.05	201	70.21

Table 21: Continued

Test Year	Grade	Student Group	Number	Scale Score	Proficiency Level		Specific Performance Levels (PL)					National Normative Data	
					% Meets or Exceeds	% Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1	NCE Number	NCE Average
	Grade 10	African American	1,899	509	27.17	72.83	3.16	3	21.01	32.65	40.18	1,620	47.77
		Hispanic	349	513.48	34.1	65.9	2.87	3.44	27.79	30.66	35.24	312	48.86
		White	4,886	542.28	63.36	36.64	20.14	9.07	34.16	24.87	11.77	4,494	63.83
		American Indian	18	549.11	83.33	16.67	11.11	16.67	55.56	11.11	5.56	17	63.49
		Asian American	212	578.23	80.19	19.81	47.17	11.32	21.7	12.26	7.55	195	76.59
Spring 2004	Grade 3	Low-Income	3,517	423.78	66.93	33.07	2.45	13.56	50.92	18.99	14.07	2,887	58.64
		Not Low-Income	5,168	449.9	84.71	15.29	11.4	26.55	46.77	9.13	6.15	4,689	70.29
	Grade 5	Low-Income	3,553	457.66	61.75	38.25	2.48	6.47	52.8	23.25	15	2,896	55.97
		Not Low-Income	5,275	482.74	84.49	15.51	11.39	16.91	56.19	10.33	5.18	4,789	67.75
	Grade 8	Low-Income	3,537	477.94	30.36	69.64	2.52	3.48	24.37	27.71	41.93	2,744	48.87
		Not Low-Income	6,265	506.25	61.36	38.64	13.93	10.95	36.47	20.8	17.85	5,619	61.31
	Grade 10	Low-Income	1,748	512.17	30.84	69.16	4.35	3.66	22.83	32.84	36.33	1,447	50.15
		Not Low-Income	5,616	539.99	60.13	39.87	19.23	8.46	32.44	24.86	15.01	5,191	62.21
	Grade 3	LEP	266	426.97	69.92	30.08	3.01	15.79	51.13	18.42	11.65	87	63.72
		Not LEP	8,419	439.71	77.75	22.25	7.92	21.46	48.37	12.96	9.29	7,489	65.87
	Grade 5	LEP	116	458.98	61.21	38.79	2.59	8.62	50	21.55	17.24	47	51.46
		Not LEP	8,712	472.83	75.53	24.47	7.87	12.76	54.89	15.45	9.02	7,638	63.38
	Grade 8	LEP	132	470.48	22.73	77.27	2.27	1.52	18.94	22.73	54.55	84	41.71
		Not LEP	9,670	496.38	50.55	49.45	9.92	8.35	32.29	23.3	26.15	8,279	57.39
	Grade 10	LEP	104	513.93	29.81	70.19	10.58	3.85	15.38	22.12	48.08	72	49.09
		Not LEP	7,260	533.66	53.51	46.49	15.77	7.37	30.37	26.82	19.67	6,566	59.69
Spring 2004	Grade 3	Title 1	4,362	434.22	73.73	26.27	5.94	18.89	48.9	15.77	10.5	3,823	63.01
		Not Title 1	4,323	444.47	81.33	18.67	9.62	23.71	48	10.46	8.21	3,753	68.74
	Grade 5	Title 1	4,160	470.07	72.76	27.24	7.48	11.42	53.87	16.92	10.31	3,634	61.43
		Not Title 1	4,668	474.95	77.63	22.37	8.1	13.86	55.68	14.29	8.08	4,051	64.99
	Grade 8	Title 1	1,692	499.68	51.12	48.88	12.06	9.1	29.96	24.47	24.41	1,448	59.2
		Not Title 1	8,110	495.27	49.98	50.02	9.35	8.08	32.55	23.05	26.98	6,915	56.82
	Grade 10	Title 1	286	526.44	46.5	53.5	2.45	3.15	40.91	46.15	7.34	267	55.27
		Not Title 1	7,078	533.67	53.45	46.55	16.23	7.49	29.73	25.97	20.58	6,371	59.76

## **Appendix 4: DSTP Science and Social Studies Outcomes**

Table 22: DSTP Multi-Year Summary of Science Christina School District

Test Year	Grade	Number	Average	% Meets or Exceeds	% Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1
Fall 2003	4	1,636	317.34	87.22	12.78	12.16	17.24	57.82	10.27	2.51
Fall 2002	4	1,610	317.16	89.25	10.75	10.37	18.63	60.25	9.01	1.74
Fall 2001	4	1,675	316.24	87.88	12.12	9.25	19.82	58.81	10.03	2.09
Fall 2000	4	1,662	314.86	85.56	14.44	8.84	15.04	61.67	11.25	3.19
Fall 2003	6	1,356	306.38	66.08	33.92	4.13	9.81	52.14	25.15	8.78
Fall 2002	6	1,437	305.74	68.13	31.87	2.02	7.17	58.94	22.2	9.67
Fall 2001	6	1,463	304.03	62.54	37.46	1.85	7.18	53.52	26.25	11.21
Fall 2000	6	1,523	302.34	57.52	42.48	2.1	5.45	49.97	28.23	14.25
Spring 2004	8	1,622	290.70	37.10	62.90	4.30	5.20	27.60	29.00	33.80
Spring 2003	8	1,502	291.23	38.48	61.52	3.66	5.39	29.43	30.56	30.96
Spring 2002	8	1,603	290.49	37.68	62.32	3.18	6.43	28.07	29.32	33.00
Spring 2001	8	1,373	290.07	35.69	64.31	1.82	5.75	28.11	32.77	31.54
Spring 2000	8	1,422	289.21	36.36	63.64	2.67	4.99	28.69	31.22	32.42
Spring 2004	11	740	301.50	56.60	43.40	6.80	8.40	41.50	25.50	17.80
Spring 2003	11	833	298.89	48.74	51.26	4.2	5.76	38.78	32.29	18.97
Spring 2002	11	763	298.71	49.8	50.2	3.93	6.16	39.71	31.85	18.35
Spring 2001	11	762	295.42	43.57	56.43	4.59	4.99	33.99	30.71	25.72
Spring 2000	11	757	297.43	49.14	50.86	2.11	6.34	40.69	29.33	21.53

Table 23: Christina DSTP Summary of Science. Spring 2004. Scores are disaggregated by grade, student group -- gender, race and income, Title I and Special Education Participation.

Test Year	Grade	Student Group	Number	Science Average	Proficiency Level		Performance Levels (PL)				
					% Meets or Exceeds	% Below	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1
Fall 2003	Grade 4	Special Education	215	306.88	62.79	37.21	3.72	9.3	49.77	26.98	10.23
		Regular Education	1,421	318.92	90.92	9.08	13.44	18.44	59.04	7.74	1.34
	Grade 6	Special Education	204	289.81	27.94	72.06	0.98	1.96	25	32.35	39.71
		Regular Education	1,152	309.32	72.83	27.17	4.69	11.2	56.94	23.87	3.3
Spring 2004	Grade 8	Special Education	213	264.00	6.10	93.90	-	-	6.10	14.10	79.80
		Regular Education	1409	294.50	41.80	58.20	5.0	6.0	30.9	31.3	26.9
	Grade 11	Special Education	69	271.30	8.70	91.30	-	-	8.70	21.70	69.60
		Regular Education	671	304.30	61.50	38.50	7.50	9.20	44.90	25.90	12.50
Fall 2003	Grade 4	Female	810	316.61	85.31	14.69	11.36	16.05	57.9	12.1	2.59
		Male	826	318.06	89.1	10.9	12.95	18.4	57.75	8.47	2.42
	Grade 6	Female	617	306.31	66.29	33.71	4.05	8.91	53.32	26.58	7.13
		Male	739	306.45	65.9	34.1	4.19	10.55	51.15	23.95	10.15
Spring 2004	Grade 8	Female	766	290.2	34.50	65.50	3.40	4.80	26.20	31.90	33.70
		Male	856	291.1	39.50	60.50	5.10	5.50	28.90	26.50	34.00
	Grade 11	Female	355	300.5	53.80	46.20	5.40	7.90	40.60	29.30	16.90
		Male	385	302.5	59.20	40.80	8.10	8.80	42.30	22.10	18.70
Fall 2003	Grade 4	African American	631	309.83	77.34	22.66	3.49	9.98	63.87	18.38	4.28
		Hispanic	154	313.77	83.77	16.23	8.44	9.09	66.23	12.34	3.90
		White	777	323.36	95.24	4.76	19.31	23.29	52.64	3.86	0.90
		American Indian	1	-	-	-	-	-	-	-	-
		Asian American	73	325.62	94.52	5.48	19.18	31.51	43.84	4.11	1.370
	Grade 6	African American	580	299.68	49.66	50.34	0.52	3.79	45.34	36.38	13.97
		Hispanic	125	302.45	60	40	2.4	6.4	51.2	28.00	12.00
		White	615	312.95	81.79	18.21	7.15	15.93	58.7	14.63	3.58
		American Indian	1	-	-	-	-	-	-	-	-
		Asian American	35	316.17	82.86	17.14	17.14	14.29	51.43	14.29	2.86
Spring 2004	Grade 8	African American	702	280.7	20.9	79.1	1.0	1.4	18.5	32.3	46.7
		Hispanic	173	281.9	20.8	79.2	1.7	1.2	17.9	31.8	47.4
		White	695	301.3	56.0	44.0	7.6	9.5	38.8	25.8	18.3

Table 23: Continued

Test Year	Grade	Student Group	Number	Science Average	Proficiency Level		Performance Levels (PL)					
					% Meets or Exceeds	% Below	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1	
		American Indian	-	-	-	-	-	-	-	-	-	-
		Asian American	52	307.90	57.70	42.30	13.50	11.50	32.70	19.20	23.10	
	Grade 11	African American	229	290.00	32.80	67.20	0.90	1.70	30.10	35.40	31.90	
		Hispanic	39	291.00	35.90	64.10	2.60	-	33.30	30.80	33.30	
		White	431	308.50	70.30	29.70	10.00	11.60	48.70	20.40	9.30	
		American Indian	-	-	-	-	-	-	-	-	-	-
		Asian American	41	305.90	65.90	34.10	9.80	19.50	36.60	19.50	14.60	
Fall 2003	Grade 4	Low-Income	737	311.15	79.38	20.62	4.07	9.63	65.67	16.82	3.80	
		Not Low-Income	899	322.42	93.66	6.34	18.8	23.47	51.39	4.89	1.450	
	Grade 6	Low-Income	657	301.15	55.1	44.9	1.37	5.48	48.25	31.81	13.09	
		Not Low-Income	699	311.3	76.39	23.61	6.72	13.88	55.79	18.88	4.72	
Spring 2004	Grade 8	Low-Income	722	280.90	20.20	79.80	1.40	1.70	17.20	31.30	48.50	
		Not Low-Income	900	297.40	50.70	49.30	6.70	8.00	36.00	27.20	22.10	
	Grade 11	Low-Income	178	288.90	31.50	68.50	2.20	1.70	27.50	30.90	37.60	
		Not Low-Income	562	304.80	64.60	35.40	8.20	10.50	45.90	23.80	11.60	
Fall 2003	Grade 4	LEP	40	307.53	65.00	35.00	7.50	10.00	47.50	20.00	15.00	
		Not LEP	1,596	317.59	87.78	12.22	12.28	17.42	58.08	10.03	2.19	
	Grade 6	LEP	14	-	-	-	-	-	-	-	-	-
		Not LEP	1,342	306.55	66.32	33.68	4.17	9.91	52.24	25.19	8.49	
Spring 2004	Grade 8	LEP	55	272.40	1.80	98.20	-	-	1.80	25.20	72.70	
		Not LEP	1567	291.30	38.40	61.60	4.50	5.40	28.50	29.20	32.50	
	Grade 11	LEP	-	-	-	-	-	-	-	-	-	-
		Not LEP	740	301.50	56.60	43.40	6.80	8.40	41.50	25.50	17.80	
Fall 2003	Grade 4	Title 1	901	314.57	84.57	15.43	8.1	13.98	62.49	13.1	2.33	
		Not Title 1	735	320.74	90.48	9.52	17.14	21.22	52.11	6.8	2.72	
	Grade 6	Title 1	1,310	306.46	66.26	33.74	4.12	9.85	52.29	25.19	8.55	
		Not Title 1	46	304.11	60.87	39.13	4.35	8.7	47.83	23.91	15.22	
Spring 2004	Grade 8	Not Title 1	1622	290.70	37.10	62.90	4.30	5.20	27.60	29.00	33.80	
	Grade 11	Not Title 1	740	301.50	56.60	43.40	6.80	8.40	41.50	25.50	17.80	

Table 24: Statewide DSTP Summary of Science. Spring 2004. Scores are disaggregated by grade, student group -- gender, race and income, Title I and Special Education Participation.

Test Year	Grade	Student Group	Number	Writing Average	Proficiency Level		Performance Levels (PL)				
					% Meets or Exceeds	% Below	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1
Fall 2003	Grade 4	Special Education	1,132	306.71	67.05	32.95	2.65	8.3	56.1	23.06	9.89
		Regular Education	7,641	319.54	91.94	8.06	13.11	20.73	58.09	7.15	0.92
	Grade 6	Special Education	1,250	294.05	36.24	63.76	0.64	3.28	32.32	35.76	28
		Regular Education	7,861	313.2	80.45	19.55	7.98	14.87	57.6	17.24	2.32
Spring 2004	Grade 8	Special Education	1,421	274.48	15.13	84.87	0.49	1.76	12.88	25.55	59.32
		Regular Education	8,272	303.1	55.84	44.16	9.08	10.26	36.5	26.79	17.37
	Grade 11	Special Education	730	277.09	10.68	89.32	0	0.14	10.55	28.49	60.82
		Regular Education	5,912	303.46	59.17	40.83	7.54	8.73	42.9	26.56	14.28
Fall 2003	Grade 4	Female	4,351	317.46	88.19	11.81	11.26	17.74	59.18	9.81	2
		Male	4,422	318.3	89.26	10.74	12.26	20.49	56.51	8.59	2.15
	Grade 6	Female	4,470	310.64	74.3	25.7	7.34	12.21	54.74	20.74	4.97
		Male	4,641	310.5	74.47	25.53	6.61	14.31	53.54	18.85	6.68
Spring 2004	Grade 8	Female	4,642	298.54	48.79	51.21	6.38	8.62	33.8	28.69	22.51
		Male	5,051	299.25	50.86	49.14	9.15	9.38	32.33	24.69	24.45
	Grade 11	Female	3,466	299.99	52.08	47.92	5.19	6.9	39.99	29.77	18.15
		Male	3,176	301.19	55.76	44.24	8.38	8.75	38.63	23.49	20.75
Fall 2003	Grade 4	African American	2,908	309.98	78.75	21.25	2.48	9.66	66.61	17.09	4.16
		Hispanic	640	312.82	82.19	17.81	6.41	10.94	64.84	14.38	3.44
		White	4,916	322.89	95.16	4.84	17.41	25.59	52.16	4.15	0.69
		American Indian	73	311.6	82.19	17.81	4.11	10.96	67.12	13.7	4.11
		Asian American	236	326.69	97.46	2.54	25.42	25.85	46.19	1.69	0.85
	Grade 6	African American	2,966	301.76	55.83	44.17	1.25	4.92	49.66	33.51	10.65
		Hispanic	591	303.58	61.25	38.75	1.86	6.94	52.45	28.76	9.98
		White	5,274	315.96	85.8	14.2	10.24	18.52	57.03	11.45	2.75
		American Indian	62	302.45	59.68	40.32	1.61	8.06	50	25.81	14.52
		Asian American	218	321.38	90.37	9.63	21.1	18.81	50.46	8.26	1.38
Spring 2004	Grade 8	African American	3,183	284.18	25.73	74.27	1.45	3.08	21.21	32.86	41.41
		Hispanic	664	285.93	28.77	71.23	2.71	4.22	21.84	31.78	39.46
		White	5,609	308.19	65.31	34.69	11.52	12.94	40.85	22.75	11.95

Table 24: Continued

					Proficiency Level		Performance Levels (PL)				
Test Year	Grade	Student Group	Number	Writing Average	% Meets or Exceeds	% Below	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1
		American Indian	28	301.21	53.57	46.43	0	3.57	50	35.71	10.71
		Asian American	209	315.07	69.86	30.14	22.97	10.05	36.84	17.22	12.92
	Grade 11	African American	1,778	288.56	30.48	69.52	1.18	2.31	27	34.31	35.21
		Hispanic	271	292.73	37.64	62.36	1.48	2.58	33.58	32.47	29.89
		White	4,350	305.31	63.45	36.55	8.64	10.05	44.76	23.63	12.92
		American Indian	31	306.23	67.74	32.26	9.68	6.45	51.61	22.58	9.68
		Asian American	212	312.91	71.23	28.77	19.81	14.15	37.26	21.23	7.55
Fall 2003	Grade 4	Low-Income	3,883	311.95	81.38	18.62	4.3	12	65.08	15.09	3.53
		Not Low-Income	4,890	322.6	94.56	5.44	17.69	24.79	52.09	4.52	0.92
	Grade 6	Low-Income	3,882	303.65	60.56	39.44	1.67	7.21	51.67	29.52	9.92
		Not Low-Income	5,229	315.71	84.64	15.36	10.9	17.79	55.96	12.55	2.81
Spring 2004	Grade 8	Low-Income	3,468	285.88	28.32	71.68	2.05	3.11	23.15	33.07	38.61
		Not Low-Income	6,225	306.16	61.88	38.12	11.04	12.31	38.54	23	15.12
	Grade 11	Low-Income	1,464	289.74	31.42	68.58	1.98	3.07	26.37	33.88	34.7
		Not Low-Income	5,178	303.62	60.18	39.82	8.05	9.12	43.01	24.76	15.06
Fall 2003	Grade 4	LEP	183	308.41	74.32	25.68	3.28	8.2	62.84	19.67	6.01
		Not LEP	8,590	318.08	89.03	10.97	11.94	19.36	57.73	8.98	1.99
	Grade 6	LEP	115	297.2	46.09	53.91	1.74	4.35	40	31.3	22.61
		Not LEP	8,996	310.74	74.74	25.26	7.04	13.39	54.31	19.63	5.62
Spring 2004	Grade 8	LEP	169	272.65	5.92	94.08	0.59	0.59	4.73	30.18	63.91
		Not LEP	9,524	299.37	50.65	49.35	7.95	9.17	33.54	26.54	22.81
	Grade 11	LEP	30	284.8	10	90	0	0	10	50	40
		Not LEP	6,612	300.63	54.04	45.96	6.75	7.82	39.47	26.66	19.3
Fall 2003	Grade 4	Title 1	5,257	315.49	85.89	14.11	8.77	16.15	60.97	11.55	2.57
		Not Title 1	3,516	321.45	92.97	7.03	16.24	23.58	53.16	5.69	1.34
	Grade 6	Title 1	4,783	308.29	69.22	30.78	5.69	11.52	52.02	23.56	7.21
		Not Title 1	4,328	313.09	80.08	19.92	8.39	15.23	56.47	15.6	4.32
Spring 2004	Grade 8	Title 1	1,665	299.69	49.19	50.81	7.81	8.35	33.03	29.43	21.38
		Not Title 1	8,028	298.74	50.01	49.99	7.82	9.16	33.03	26.02	23.97
	Grade 11	Title 1	70	291.67	32.86	67.14	0	0	32.86	45.71	21.43
		Not Title 1	6,572	300.66	54.06	45.94	6.79	7.87	39.41	26.57	19.37

Table 25: DSTP Multi-Year Summary of Social Studies Christina School District

Test Year	Grade	Number	Average	% Meets or Exceeds	% Below Standard	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1
Fall 2003	4	1,635	306.72	67.52	32.48	4.4	8.99	54.13	23.79	8.69
Fall 2002	4	1,609	302.83	57.05	42.95	3.23	6.46	47.36	30.21	12.74
Fall 2001	4	1,675	301.6	56.96	43.04	3.1	6.21	47.64	28.72	14.33
Fall 2000	4	1,658	300.7	54.28	45.72	2.29	5.97	46.02	30.34	15.38
Fall 2003	6	1,350	300.15	51.33	48.67	1.04	3.48	46.81	33.63	15.04
Fall 2002	6	1,436	301.24	58.15	41.85	0.91	4.87	52.37	27.23	14.62
Fall 2001	6	1,460	297.31	47.47	52.53	1.37	3.9	42.19	28.56	23.97
Fall 2000	6	1,522	297.91	47.17	52.83	2.1	3.68	41.39	30.75	22.08
Spring 2004	8	1622	293.00	33.80	66.20	3.40	5.10	25.30	35.00	31.20
Spring 2003	8	1,498	292.95	37.92	62.08	5.01	4.41	28.5	29.17	32.91
Spring 2002	8	1,590	294.71	41.51	58.49	3.77	6.1	31.64	27.67	30.82
Spring 2001	8	1,376	294.29	41.35	58.65	4.29	7.12	29.94	28.2	30.45
Spring 2000	8	1,416	290.82	36.65	63.35	3.39	4.94	28.32	28.32	35.03
Spring 2004	11	740	296.70	48.80	51.20	8.40	9.30	31.10	28.20	23.00
Spring 2003	11	825	296.51	49.33	50.67	7.88	10.42	31.03	24.97	25.7
Spring 2002	11	760	291.85	38.29	61.71	7.5	6.45	24.34	33.16	28.55
Spring 2001	11	724	284.48	30.8	69.2	5.11	4.83	20.86	30.66	38.54
Spring 2000	11	763	285.37	30.93	69.07	2.36	4.98	23.59	34.08	34.99

Table 26: Christina DSTP Summary of Social Studies. Fall 2003 and Spring 2004. Scores are disaggregated by grade, student group -- gender, race and income, Title I and Special Education Participation.

Test Year	Grade	Student Group	Number	Social Studies Average	Proficiency Level		Performance Levels (PL)				
					% Meets or Exceeds	% Below	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1
Fall 2003	Grade 4	Special Education	215	295.07	40.93	59.07	0	2.79	38.14	31.63	27.44
		Regular Education	1,420	308.49	71.55	28.45	5.07	9.93	56.55	22.61	5.85
	Grade 6	Special Education	201	284.19	14.93	85.07	0	0	14.93	31.34	53.73
		Regular Education	1,149	302.95	57.7	42.3	1.22	4.09	52.39	34.03	8.27
Spring 2004	Grade 8	Special Education	213	272.90	3.80	96.20	-	0.50	3.30	23.0	73.20
		Regular Education	1409	295.90	38.30	61.70	3.90	5.70	28.70	36.80	24.80
	Grade 11	Special Education	69	256.10	4.30	95.70	-	-	4.30	18.80	76.80
		Regular Education	671	300.50	53.40	46.60	9.20	10.30	33.80	29.20	17.40
Fall 2003	Grade 4	Female	810	307.26	69.14	30.86	5.56	8.15	55.43	21.98	8.89
		Male	825	306.2	65.94	34.06	3.27	9.82	52.85	25.58	8.48
	Grade 6	Female	615	301.45	53.82	46.18	0.98	3.74	49.11	33.01	13.17
		Male	735	299.07	49.25	50.75	1.09	3.27	44.9	34.15	16.6
Spring 2004	Grade 8	Female	766	292.50	33.20	66.80	3.00	4.60	25.60	34.50	32.40
		Male	856	293.40	34.30	65.70	3.70	5.50	25.10	35.50	30.10
	Grade 11	Female	355	297.60	51.00	49.00	7.60	9.60	33.80	27.30	21.70
		Male	385	295.80	46.80	53.20	9.10	9.10	28.60	29.10	24.20
Fall 2003	Grade 4	African American	631	299.95	53.41	46.59	0.95	3.01	49.45	31.7	14.9
		Hispanic	154	301.86	53.9	46.1	2.6	4.55	46.75	35.06	11.04
		White	776	312.44	79.64	20.36	7.22	13.92	58.51	16.62	3.74
		American Indian	1	-	-	-	-	-	-	-	-
		Asian American	73	314.84	89.04	10.96	8.22	17.81	63.01	8.22	2.74
	Grade 6	African American	577	295.2	37.78	62.22	0.69	1.21	35.88	39.34	22.88
		Hispanic	124	296.42	36.29	63.71	0.81	1.61	33.87	43.55	20.16
		White	614	305.1	66.61	33.39	1.3	5.54	59.77	25.9	7.49
		American Indian	1	-	-	-	-	-	-	-	-
		Asian American	34	308.71	61.76	38.24	2.94	11.76	47.06	38.24	0
Spring 2004	Grade 8	African American	702	285.50	20.50	79.50	1.10	1.30	18.10	36.80	42.70
		Hispanic	173	287.70	19.70	80.30	1.70	2.90	15.00	41.60	38.70
		White	695	300.60	48.90	51.10	5.60	8.60	34.70	32.20	18.80

Table 26: Continued

Test Year	Grade	Student Group	Number	Social Studies Average	Proficiency Level		Performance Levels (PL)				
					% Meets or Exceeds	% Below	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1
		American Indian	-	-	-	-	-	-	-	-	-
		Asian American	52	306.60	57.70	42.30	9.60	15.40	32.70	26.90	15.40
	Grade 11	African American	229	282.40	26.60	73.40	2.60	4.40	19.70	34.50	38.90
		Hispanic	39	286.50	33.30	66.70	2.60	7.70	23.10	35.90	30.80
		White	431	304.60	59.40	40.60	11.60	11.10	36.70	25.50	15.10
		American Indian	-	-	-	-	-	-	-	-	-
		Asian American	41	307.70	75.60	24.40	12.20	19.50	43.90	14.60	9.80
Fall 2003	Grade 4	Low-Income	737	300.49	53.32	46.68	0.41	3.66	49.25	33.79	12.89
		Not Low-Income	898	311.84	79.18	20.82	7.68	13.36	58.13	15.59	5.23
	Grade 6	Low-Income	652	295.53	39.42	60.58	0	1.38	38.04	38.34	22.24
		Not Low-Income	698	304.47	62.46	37.54	2.01	5.44	55.01	29.23	8.31
Spring 2004	Grade 8	Low-Income	722	285.30	19.30	80.70	0.70	2.40	16.20	36.70	44.00
		Not Low-Income	900	298.20	45.40	54.60	5.60	7.20	32.70	33.70	20.90
	Grade 11	Low-Income	178	279.40	24.70	75.30	0.60	3.40	20.80	30.90	44.40
		Not Low-Income	562	301.30	56.40	43.60	10.90	11.20	34.30	27.40	16.20
Fall 2003	Grade 4	LEP	40	293.33	32.5	67.5	2.5	2.5	27.5	42.5	25
		Not LEP	1,595	307.06	68.4	31.6	4.45	9.15	54.8	23.32	8.28
	Grade 6	LEP	13	-	-	-	-	-	-	-	-
		Not LEP	1,337	300.26	51.68	48.32	1.05	3.52	47.12	33.43	14.88
Spring 2004	Grade 8	LEP	55	282.70	7.30	92.70	-	1.80	5.50	43.60	49.10
		Not LEP	1567	293.30	34.70	65.30	3.50	5.20	26.00	34.70	30.60
	Grade 11	LEP	-	-	-	-	-	-	-	-	-
		Not LEP	740	296.70	48.80	51.2	8.40	9.30	31.10	28.20	23.00
Fall 2003	Grade 4	Title 1	900	303.08	59.56	40.44	1.56	6.22	51.78	30.11	10.33
		Not Title 1	735	311.19	77.28	22.72	7.89	12.38	57.01	16.05	6.67
	Grade 6	Title 1	1,305	300.16	51.49	48.51	1.07	3.37	47.05	33.26	15.25
		Not Title 1	45	299.89	46.67	53.33	0	6.67	40	44.44	8.89
Spring 2004	Grade 8	Not Title 1	1622	293.00	33.80	66.20	3.40	5.10	25.30	35.00	31.20
	Grade 11	Not Title 1	740	296.70	48.80	51.20	8.40	9.30	31.10	28.20	23.00

Table 27: Statewide DSTP Summary of Social Studies. Spring 2004. Scores are disaggregated by grade, student group -- gender, race and income, Title I and Special Education Participation.

Test Year	Grade	Student Group	Number	Writing Average	Proficiency Level		Performance Levels (PL)				
					% Meets or Exceeds	% Below	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1
Fall 2003	Grade 4	Special Education	1,132	294.76	39.66	60.34	1.06	3.62	34.98	32.69	27.65
		Regular Education	7,637	308.6	72.48	27.52	4.43	10.32	57.73	22.06	5.46
	Grade 6	Special Education	1,244	286.87	18.17	81.83	0.16	0.32	17.68	35.77	46.06
		Regular Education	7,851	305.29	64.57	35.43	2.51	6.3	55.75	28.05	7.39
Spring 2003	Grade 8	Special Education	1,413	279.53	13.45	86.55	0.28	1.42	11.75	27.03	59.52
		Regular Education	8,257	302.39	52.88	47.12	6.93	8.82	37.13	29.26	17.86
	Grade 11	Special Education	715	264.37	6.01	93.99	0.14	0.7	5.17	20	73.99
		Regular Education	5,868	300.02	50.63	49.37	10.89	9.94	29.81	29.38	19.99
Fall 2003	Grade 4	Female	4,347	308.01	70.83	29.17	4.95	9.45	56.43	22.31	6.86
		Male	4,422	305.64	65.69	34.31	3.05	9.45	53.19	24.54	9.77
	Grade 6	Female	4,462	304.14	60.78	39.22	2.76	6.66	51.37	28.91	10.31
		Male	4,633	301.45	55.75	44.25	1.64	4.36	49.75	29.29	14.96
Spring 2004	Grade 8	Female	4,635	299.17	47.08	52.92	5.8	7.44	33.83	29.69	23.24
		Male	5,035	298.95	47.15	52.85	6.1	8	33.05	28.24	24.61
	Grade 11	Female	3,443	297.57	47.6	52.4	9.38	9.47	28.75	29.16	23.24
		Male	3,140	294.59	43.79	56.21	10.1	8.34	25.35	27.48	28.73
Fall 2003	Grade 4	African American	2,909	299.72	51.74	48.26	1.03	4.06	46.65	33.55	14.71
		Hispanic	640	301.57	55.94	44.06	1.88	4.69	49.38	30.31	13.75
		White	4,912	311.33	78.87	21.13	5.76	12.83	60.28	17.02	4.11
		American Indian	72	301.64	54.17	45.83	2.78	4.17	47.22	36.11	9.72
		Asian American	236	316.06	88.14	11.86	9.75	20.34	58.05	9.75	2.12
	Grade 6	African American	2,959	296.02	39.84	60.16	0.34	1.86	37.65	38.9	21.26
		Hispanic	590	296.92	41.86	58.14	0.68	2.37	38.81	37.8	20.34
		White	5,267	306.89	69.81	30.19	3.17	7.56	59.08	22.94	7.25
		American Indian	62	296.06	37.1	62.9	1.61	0	35.48	37.1	25.81
		Asian American	217	312.7	77.88	22.12	7.83	14.75	55.3	19.35	2.76
Spring 2004	Grade 8	African American	3,173	288.1	26.35	73.65	1.32	2.93	22.09	34.45	39.21
		Hispanic	662	289.72	26.44	73.56	2.57	4.08	19.79	37.46	36.1
		White	5,598	305.84	60.54	39.46	8.57	10.56	41.41	25.04	14.42

Table 27: Continued

					Proficiency Level		Performance Levels (PL)				
Test Year	Grade	Student Group	Number	Writing Average	% Meets or Exceeds	% Below	% at PL 5	% at PL 4	% at PL 3	% at PL 2	% at PL 1
		American Indian	28	298.39	39.29	60.71	0	10.71	28.57	53.57	7.14
		Asian American	209	313.24	69.38	30.62	17.7	16.27	35.41	19.14	11.48
	Grade 11	African American	1,751	282.1	26.04	73.96	2.63	3.37	20.05	32.78	41.18
		Hispanic	272	287.99	31.62	68.38	3.68	6.62	21.32	34.19	34.19
		White	4,317	301.35	53.35	46.65	12.21	11.05	30.09	26.82	19.83
		American Indian	31	300.9	54.84	45.16	16.13	6.45	32.26	29.03	16.13
		Asian American	212	316.1	71.7	28.3	24.53	15.09	32.08	15.57	12.74
Fall 2003	Grade 4	Low-Income	3,881	300.78	54.42	45.58	1.03	4.53	48.85	32.16	13.42
		Not Low-Income	4,888	311.61	79.21	20.79	6.34	13.36	59.51	16.51	4.28
	Grade 6	Low-Income	3,873	296.52	41.49	58.51	0.36	1.73	39.4	38.29	20.22
		Not Low-Income	5,222	307.4	70.62	29.38	3.54	8.27	58.81	22.29	7.09
Spring 2004	Grade 8	Low-Income	3,454	288.14	26.09	73.91	1.22	2.87	22	34.68	39.23
		Not Low-Income	6,216	305.12	58.8	41.2	8.59	10.44	39.77	25.74	15.46
	Grade 11	Low-Income	1,442	282.48	25.8	74.2	2.64	4.09	19.07	33.15	41.05
		Not Low-Income	5,141	299.98	51.39	48.61	11.71	10.29	29.39	27.02	21.59
Fall 2003	Grade 4	LEP	184	296.36	42.39	57.61	1.63	3.26	37.5	37.5	20.11
		Not LEP	8,585	307.04	68.79	31.21	4.04	9.59	55.17	23.13	8.07
	Grade 6	LEP	113	291.73	28.32	71.68	0.88	1.77	25.66	39.82	31.86
		Not LEP	8,982	302.91	58.59	41.41	2.2	5.53	50.86	28.97	12.44
Spring 2004	Grade 8	LEP	169	281.21	7.1	92.9	0	1.18	5.92	40.83	52.07
		Not LEP	9,501	299.37	47.83	52.17	6.06	7.85	33.91	28.72	23.45
	Grade 11	LEP	31	280.19	16.13	83.87	0	0	16.13	35.48	48.39
		Not LEP	6,552	296.22	45.92	54.08	9.77	8.97	27.18	28.33	25.75
Fall 2003	Grade 4	Title 1	5,254	304.57	62.54	37.46	3.08	7.52	51.94	27.43	10.03
		Not Title 1	3,515	310.18	76.76	23.24	5.35	12.35	59.06	17.47	5.78
	Grade 6	Title 1	4,773	300.84	52.32	47.68	1.61	4.97	45.74	32.62	15.06
		Not Title 1	4,322	304.9	64.74	35.26	2.82	6.06	55.85	25.22	10.04
Spring 2004	Grade 8	Title 1	1,664	300.54	47.06	52.94	7.87	8.65	30.53	29.81	23.14
		Not Title 1	8,006	298.74	47.13	52.87	5.56	7.54	34.02	28.75	24.12
	Grade 11	Title 1	69	280.1	5.8	94.2	0	0	5.8	56.52	37.68
		Not Title 1	6,514	296.32	46.21	53.79	9.82	9.03	27.36	28.06	25.73

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