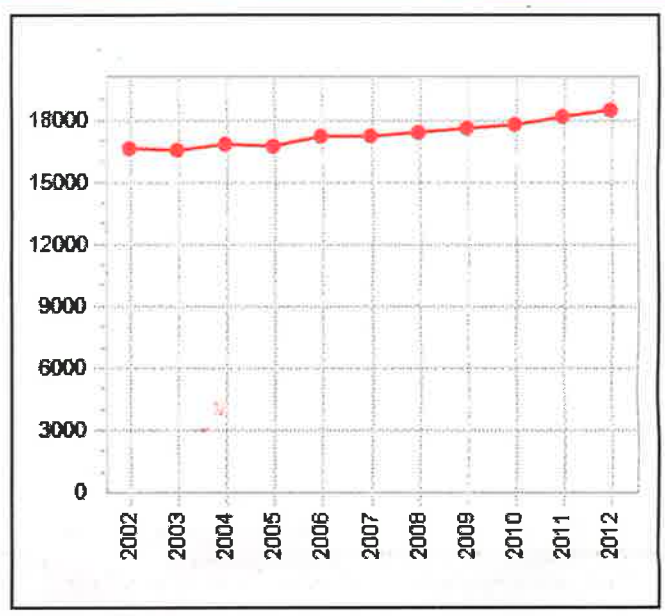
Annual Report

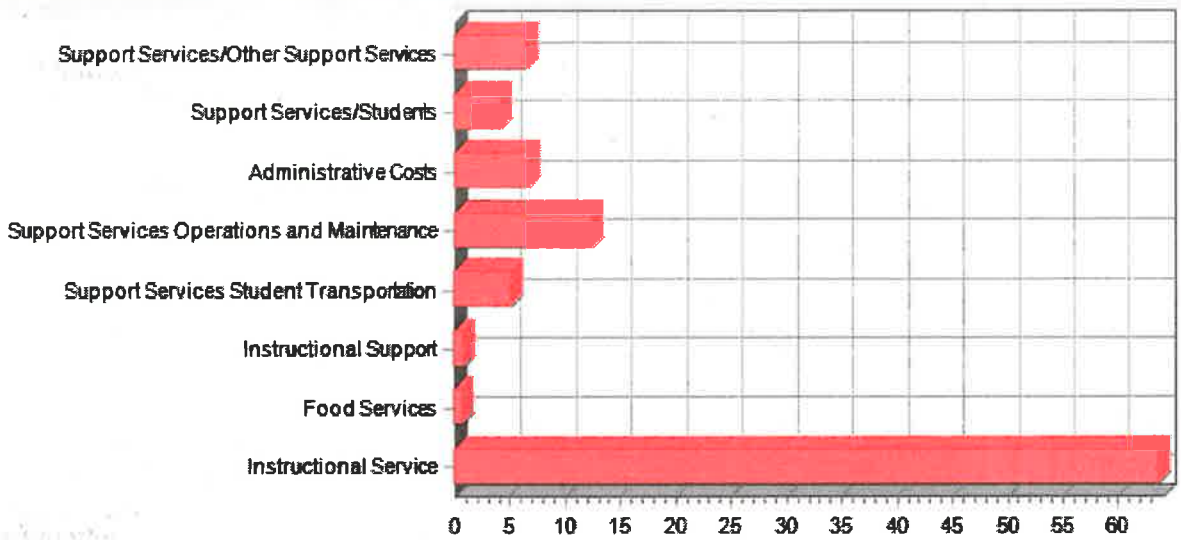
2011 District Rating: Commendable

School Ratings (includes Charters) Number of Schools at each Rating		2010	2011
Superior		10	16
Commendable		1	3
Academic Review/Progress/Watch		20	12

Student Enrollment History



Percent District Allocation of Current Expenses by Category*



*Source: Delaware Department of Education District Profiles

Number of Staff

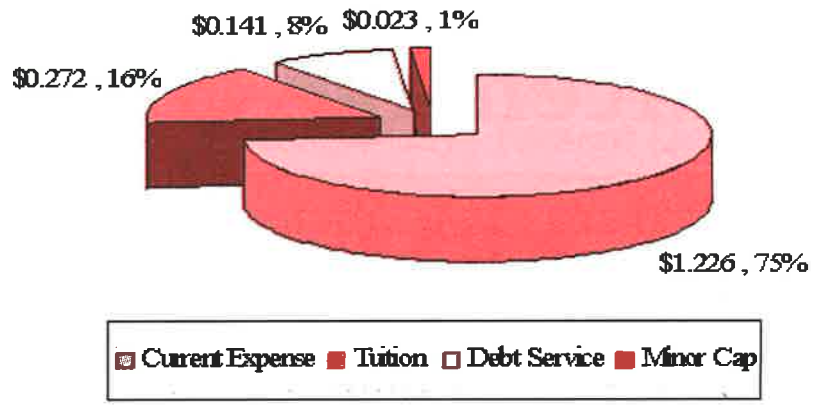
	2011-12
Teachers	1,137
Librarians	20
Instructional Support	230
Pupil Support	138
Administrators	122
Secretaries	160
Food Service	136
Maintenance	177
Not Classified	10
Total	**2,130**

Total FY2012 District Expenditures

Source	Total Budgeted Expenditures
State/local Operating	$166,660,481
Match Tax	$1,420,264
Debt Service	$10,947,200
Tuition	$14,284,697
Federal Programs	$13,492,394
Nutrition	$8,360,000
Total	$215,165,036

* Fiscal Year 12 ended within $100,000 of budget.
FY13 Budget Approved.

Total Tax Rates 2011-2012



Red Clay Teachers

Highly Qualified

2010-2011 Percentage of Classes Taught by Highly Qualified Teachers	
Arts	99.43%
Elementary General	96.55%
English	95.55%
Foreign Languages	100%
Mathematics	93.54%
Reading/Language Arts	92.77%
Science	83.33%
Social Studies	98.53%

National Board Certified:

2010-53 Teachers,

2011- 62 Teachers

Highest Degree Earned

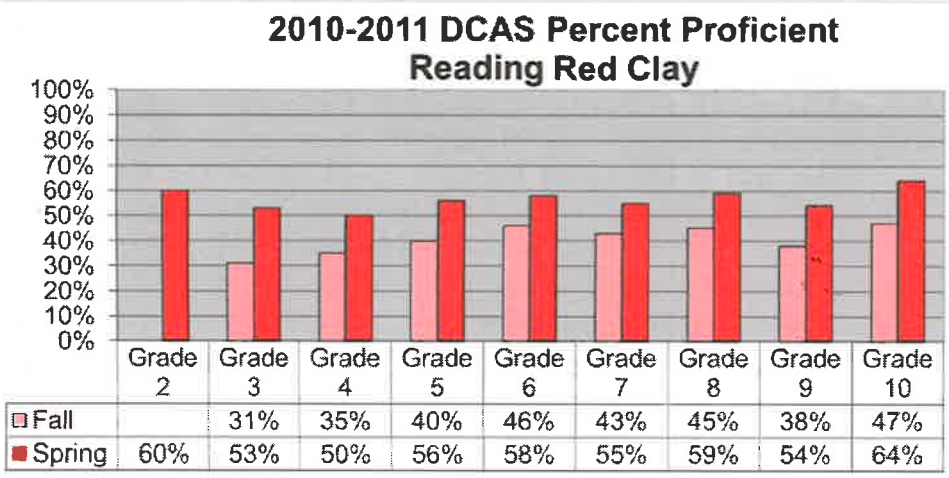
	2010-2011
Doctorate	1.1%
Masters	51.4%
Bachelors	47.5%

Percentage Highly Qualified Teachers

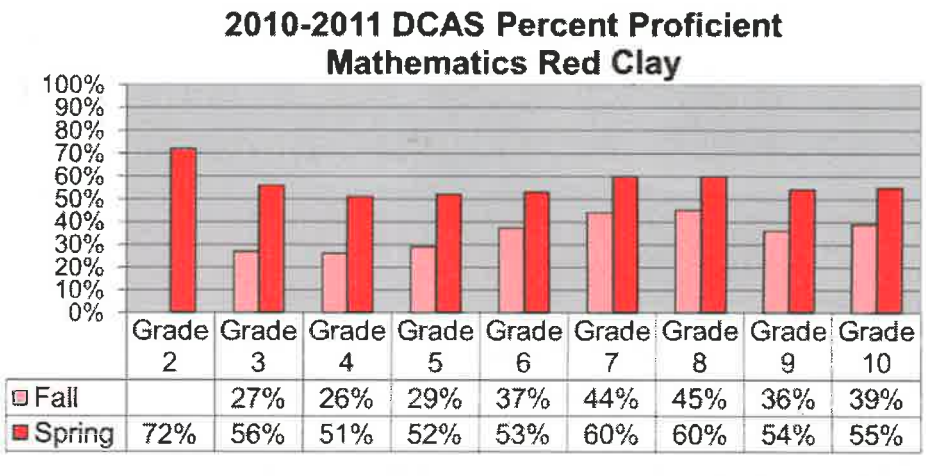
School Year	District	Classes	HQT Classes	Percent Highly Qualified
2012	Red Clay	2441	2322	95.12

Student Achievement

Delaware Comprehensive Assessment System (DCAS)



	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Fall		31%	35%	40%	46%	43%	45%	38%	47%
Spring	60%	53%	50%	56%	58%	55%	59%	54%	64%



	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Fall		27%	26%	29%	37%	44%	45%	36%	39%
Spring	72%	56%	51%	52%	53%	60%	60%	54%	55%

Advanced Placement (AP)

Number of AP Sections: 83
Number of AP Course Offerings: 19
Number of Students Taking AP Courses: 941
Number of students taking exams: 561
Number of exams taken: 955
Percentage of exams eligible for college credit (score 3 or higher) 48%

Students at Stanton Middle School are preparing to take state test.

SAT Scores (does not include charter schools)

2011	District	State
Seniors		
Critical Reading Mean	477	471
Mathematics Mean	478	475
Writing Mean	464	455
Juniors		
Critical Reading Mean	442	436
Mathematics Mean	453	449
Writing Mean	439	427

PSAT Scores

2010-2011	District	State
Sophomores		
Critical Reading Mean	39.7	39.6
Mathematics Mean	41.0	41.2
Writing Mean	36.6	37.1
Juniors		
Critical Reading Mean	42.4	43.8
Mathematics Mean	43.6	45.1
Writing Mean	40.0	41.2

Graduation Rate

	2009	2010	2011
Graduation Rate	83.87	85.48	86.54

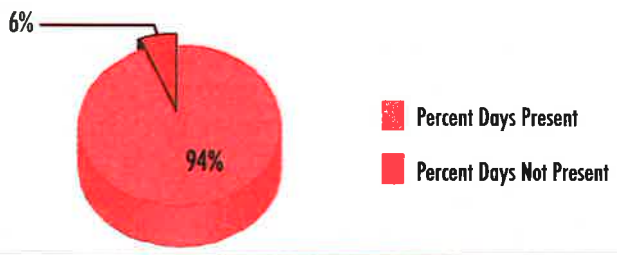
Dropout Rate

	2009	2010	2011
Dropout Rate	5.3	4.2	4.7

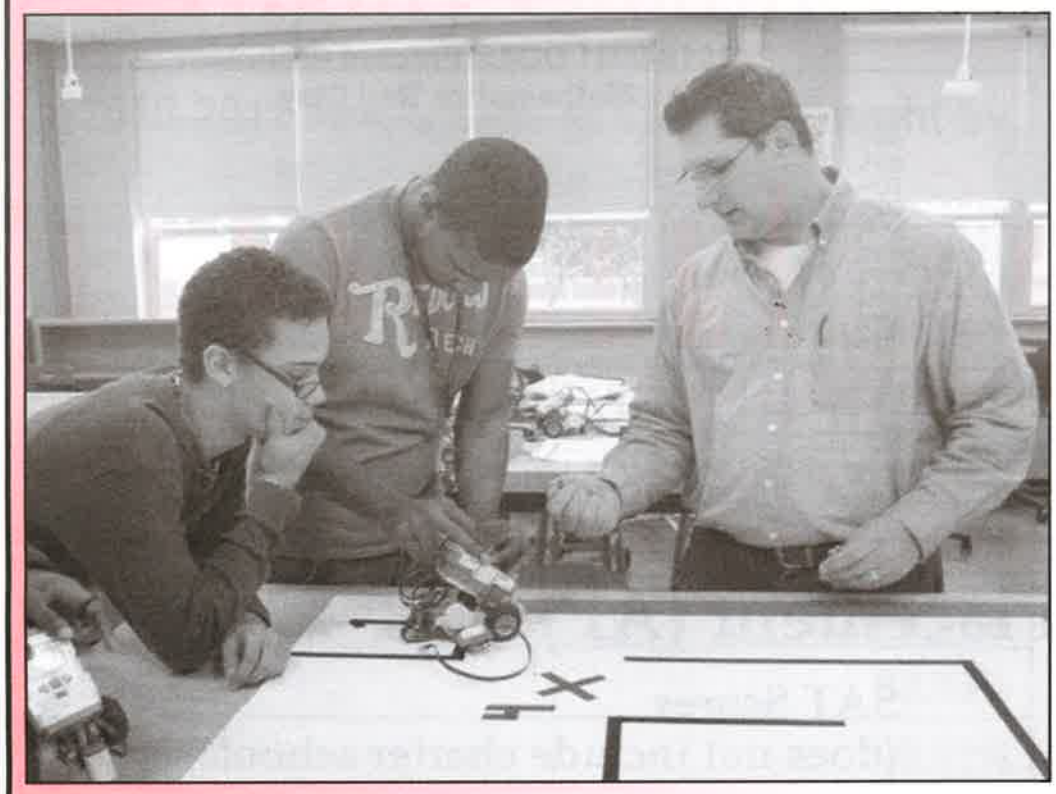
Post-Graduate Information for Class of 2011

Percentage of Graduates attending Two or Four Year Colleges	
Alexis I. duPont	86%
Cab Calloway	99%
Conrad Schools of Science	100%
John Dickinson	60%
Thomas McKean	80%
Total Scholarships: $3,597,886	

Student Attendance:
Percent Days Present (2010-11)



RED CLAY 2011 PROGRAM INITIATIVES



Teacher Shawn Bowser works with students in Dickenson Robotics lab.

Classroom Amplification Systems: Based on research that improved acoustics in classrooms help children learn more and participate in class, Red Clay has installed an amplification system in all elementary classrooms and will bring the systems to middle schools in 2011-2012. The teacher wears a wireless mike and is broadcast through speakers on the wall. There is also a second mike, for children when they read aloud or make an oral presentation. The goal is to improve academic achievement for all students by increasing their attention to verbal instruction and activities, as well as reduce distractions while working.

Chinese Teacher Exchange Program: This fall, students at Conrad Schools of Science and A.I. du Pont High School are enrolled in Mandarin Chinese courses, thanks to two visiting teachers from China. This outstanding opportunity has been made possible for Red Clay students through the collaboration of the Delaware Department of Education (DDOE), the College Board and the Office and Chinese Language Council International (Hanban).

Curriculum Councils: To ensure that curriculum aligns with state and district content standards, Red Clay has established a continuous decision-making process this year that begins with students and teachers. The Curriculum Council decision-making system consists of six Curriculum Councils that review specific content areas and a Curriculum Cabinet which makes recommendations to the Superintendent and Board of Education.

Distance Learning Labs: Red Clay high school students will be able to broaden their coursework and "study" around the world in distance learning labs opened this fall at Alexis I. duPont High School and Conrad Schools of Science. Red Clay plans to install a distance learning lab in all high schools by the 2011-2012 school year, to be available for use in the 2012-2013 school year. Classrooms are equipped with a large, high definition screen that streams video. U-shape tiered seating for 28 will be built that will allow students to see the teacher and have the teacher see and interact with the students.

Student-Parent Community Schools Centers: Red Clay will open the first of its planned Student-Parent Community Centers in the fall of 2011. They are modeled on the highly successful Community Schools, Children's Zones, and Beacon programs in Chicago and New York City's high poverty neighborhoods. The pilot centers, to be located at Warner Elementary School and Shortlidge Academy, are designed to offer help and coordinate a multitude of services for students and their families, from academic assistance to social services. Future centers are planned for Lewis Dual Language Elementary School, Baltz Elementary School, Mote Elementary School and Richardson Park Elementary School.

Expanded Pre-K Program: After a highly successful pilot program at Warner Elementary School last year, Red Clay has expanded the number of classes at Warner and is offering the program at Shortlidge Academy and Mote Elementary school as well. The federally funded program was designed to provide a nurturing learning environment with stimulating early experiences that lay the foundation for later learning. The program is free but parents must provide transportation.

Expanded Summer Enrichment Program: This "Superstars in Education" award-winning program serves children entering third through sixth grade and will be expanded this summer to serve more Red Clay students. Unlike more traditional summer school programs that review lessons already taught, this program introduces students to material they will be learning the following school year. Teachers in the elementary program use fun and engaging methods to introduce students to key concepts and vocabulary before they receive more traditional instruction with their peers in the fall. Class sizes are kept small and the use of technology and interesting topics enhance the daily lessons. Children enjoy coming to the Summer Enrichment Program and the confidence they build through the program improves their school experience in the fall.

STEM Summer Enrichment Program: In its pilot year during the summer of 2011, more than 60 students attended the STEM Summer Enrichment Program. The purpose of the STEM Summer Enrichment Program is to provide participating students (sixth, seventh, and eighth grade students) the experience of applying the principles of STEM (Science, Technology, Engineering, and Mathematics) to solving real world problems in a carefully structured environment. Participating students worked with technology teachers and/or math or science teachers to design, create, and test a variety of engineering projects (e.g. bridges, mini-robots, CO_2 powered dragsters). In addition, students will present their projects in a public forum, explaining in detail the processes used to create the final products.
Students in the STEM Summer Enrichment Program will develop team building skills, planning skills, and communication skills as they prepare to meet the rigor of the high school STEM expectations that will challenge them in upcoming years.
Classes of 20 students in grades six, seven, and eight met for sixteen days during the summer of 2011 at JDHS.
Students created plans to build assigned engineering items and prepared a public presentation of one of their completed projects.