

Wilmington Education Improvement Commission

Status of Public Education for City of Wilmington Students

2016–17 School Year Data Report

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Introduction

Prepared by the University of Delaware’s Institute for Public Administration for the Wilmington Education Improvement Commission, this report provides an updated analysis of enrollment, student proficiency, graduation rates, and dropout rates for P–12 students residing within the limits of the City of Wilmington. This includes students attending traditional, vocational-technical (vo-tech), and charter schools across the state during the 2016–17 school year. The report provides a snapshot of public education for students living in the City of Wilmington.

The Wilmington Education Improvement Commission (the Commission) was created through legislation to advise the Governor and General Assembly on how to improve the quality and availability of education for children P–12 within the City of Wilmington; recommend actions to address the needs of all schools statewide that have high concentrations of students in poverty; English language learners (ELLs), and other students at risk; and carry out the action agenda developed by the Wilmington Education Advisory Committee as described in *Strengthening Wilmington Education: An Action Agenda*.

Building on the Wilmington Education Advisory Committee’s recommendations, the Commission adopted a framework for change that streamlines three areas of critical importance for improving the education system and student outcomes: creating more responsive governance, funding student success, and meeting student needs. The agenda’s recommendations focused on City of Wilmington students but also addressed needs of the statewide education system.

The Commission is the only entity in Delaware monitoring the educational progress of Wilmington students as a whole and evaluating the needs and performance of low-income students across the state. Annual evaluations on indicators of student success should include disaggregation by geographic locations, with a specific focus on heavily-concentrated areas of poverty across the state. Disaggregating data in this way more clearly identifies trends in achievement and opportunity gaps that disproportionately impact low-income students, ELLs, and other students at risk, in Wilmington and across Delaware.

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Table of Contents

Status of Public Education for City of Wilmington Students	i
Introduction.....	ii
Authors and Report Preparation	ii
Executive Summary	1
Key Findings.....	1
Section I: Wilmington Student Demographics	1
Section II: Student Proficiency.....	2
Data and Definitions	3
Student Performance	3
SAT, 2016-17.....	4
Section I: Wilmington Student Demographics and Public Schools	5
Low-Income Students in City of Wilmington.....	6
Students from Low-Income Families, Wilmington and County Breakdown	6
Wilmington Student Enrollment	7
Section II: City of Wilmington Student Proficiency	11
Student Proficiency in English Language Arts	12
Student Proficiency in Mathematics	15
Students from Low-Income Families.....	18
English Language Learners	22
Students with Special Needs.....	24
County Comparisons	26
Grade-Level Comparisons	30
Student Proficiency in English Language Arts, Grade Level Disaggregated	30
Student Proficiency in Math, Grade Level Disaggregated.....	33
Students from Low-Income Families, Grade Level Disaggregated.....	36
English Language Learners, Grade Level Disaggregated	38
Students with Disabilities	40
Section III: SAT Scores.....	42
Student SAT Scores.....	42
Statewide SAT Performance	44
ERW SAT Performance	48
Math SAT Performance	51
County Comparison	54
Section IV: Graduation Rates.....	56
Section V: Conclusion and Key Findings	58
Appendix A	59

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Executive Summary

All Delaware students should have access to high-quality education. Promoting the continuous improvement in public education for all students is a guiding principle of the Wilmington Education Improvement Commission (the Commission). The Commission seeks to remove the achievement and opportunity gaps for students in poverty, English language learners (ELLs), and other students at risk throughout the state with an initial focus within the City of Wilmington.

Following the Wilmington Education Advisory Committee's efforts, the Commission has reported annually on Wilmington student outcomes. This report analyzes updated data on enrollment, student proficiency, graduation rates, and dropout rates from the 2016–17 school year. The report provides a snapshot of education in Delaware, particularly as it pertains to children in the City of Wilmington. The findings are far from encouraging. In reporting them, the Commission in no way means to criticize the city's students, nor the school districts or schools that serve them. The Commission believes these outcomes are the result of multiple forces described in the report of the Wilmington Education Advisory Committee, *Strengthening Wilmington Education: An Action Agenda*.

Key Findings

Despite statewide improvements in some areas of student performance, the overall trends remain the same as previously reported by the commission: **Wilmington students are behind their peers on virtually every indicator of student success**. While some schools may serve most students well, students from the city as a whole continue to lag behind their peers. The Commission believes that these trends, for the most part, are not the result of the performance of any school, but a result of the overall public education system's inability to effectively address the educational needs of the students living in severe poverty experienced by most Wilmington students. **The delivery of public education in Wilmington lacks coherent governance, struggles with inadequate school resources to meet student needs, and fails to provide and coordinate in- and out-of-school services and community resources needed to address the needs of students in poverty**. The commission has proposed actions to address each of these critical challenges.

Section I: Wilmington Student Demographics

During the 2016–17 school year, there were 11,460 City of Wilmington students enrolled in public education. Of those students,

- 71% were from low-income families
- 7% were English language learners (ELLs)
- 19% were students with disabilities
- 72% identified as Black or African American
- 18% identified as Hispanic/Latino
- 7% identified as White

Section II: Student Proficiency

Wilmington and Non-Wilmington Students

The performance gap noted in prior school years continues to hold: Wilmington students perform at a lower level than their non-Wilmington peers.

- Approximately 26% of Wilmington students compared to 56% of non-Wilmington students met or exceeded state standards on the 2017 English Language Arts (ELA) Smarter Balanced Assessment.
- Approximately 17% of Wilmington students compared to 48% of non-Wilmington students met or exceeded state standards on the 2017 math Smarter Balanced Assessment.

Low-Income Students

Smarter Balanced Assessment Consortium (SBAC) test results for the past three years confirm that the majority, and in some cases the overwhelming majority, of low-income students living in the City of Wilmington are not proficient in ELA or math. In nearly every district and charter school, low-income students performed at lower levels than students as a whole. In most districts and charters, the performance for students from low-income families living in the City of Wilmington is significantly worse than the performance of students from low-income families in general.

English Language Learners

Approximately 90% of English language learners (ELLs) in Wilmington performed well below or below expectations on the state ELA SBAC tests in 2017. Similarly, 93% of the students in this population did not meet state standards in math.

Students with Disabilities

Nearly all Wilmington students with disabilities (96%) did not to meet state standards in ELA in 2017. Similarly, nearly all students in this population (98%) did not meet state standards in math.

County Comparisons

In 2017, student performance was relatively even among counties, with New Castle County students falling below the state averages for proficiency. These trends held on both math and ELA tests. Wilmington students, comparatively, performed at markedly lower levels than the counties, often resulting in rates that were half or one-third of those seen in county breakdowns.

Grade Level Comparison

In 2017, the trends in proficiency rates between grades observed among Wilmington students were consistent with those found among students statewide in both math and ELA. Additionally, it was found that, much like previous comparisons between proficiency rates of Wilmington students and students statewide, Wilmington students at all observed grade levels were determined to have proficiency rates that were, at most, half of those found statewide.

Data and Definitions

All data are from the Delaware Department of Education (DDOE). The main source of data is the DDOE Data Set that includes data collected from school year 2011–12 through 2016–17; however, this report only includes analyses from the past 5 years. A secondary source of data is the School Profiles published on the DDOE’s website. Each graphic indicates the appropriate data as the source.

The term “Wilmington students” is defined as P–12 students residing within the limits of the City of Wilmington who attend traditional, vocational-technical (vo-tech), and charter schools across the state. For the purposes of this report, the terms “City of Wilmington” and “Wilmington” are interchangeable.

The term “Non-Wilmington students” is defined as P–12 students not residing within the limits of the City of Wilmington who attend traditional, vo-tech, and charter schools across the state.

County data below are sorted by district, according to DDOE’s listing of districts by county.¹ This analysis includes **all** students attending schools in the districts concerned.

It is important to note that all data points are rounded and therefore may not equate to 100 percent when added.

Student Performance

In the following analysis, proficiency categorization is determined by achievement levels: 1 being “Well below Expectations,” 2 being “Below Expectations,” 3 being “Meets Expectations,” and 4 being “Advanced.” A student is classified as meeting state standards if they receive a 3 (meets expectations) or a 4 (advanced) on the state assessment.

Delaware Comprehensive Assessment System, 2012–14

The Delaware Comprehensive Assessment System (DCAS) data collected from the 2011–12 school year through the 2014–15 school year was administered to students in grades 3–10 in reading, mathematics, science, and social studies.² This report includes results only for the past 5 years from English Language Arts (ELA) and mathematics (math).

Smarter Balanced Assessment Consortium, 2014–15

The Smarter Balanced Assessment Consortium (SBAC), also known as Smarter Balanced Assessment, were administered to students in grades 3–8 and 11 in ELA and math during the 2014–15 school year.

Smarter Balanced Assessment Consortium, 2015–16

The 2015 SBAC assessed students in grades 3–8 and 11 in ELA and math. Starting in 2016, SBAC assessed students in grades 3–8. The state switched to using the SAT to measure high school student achievement.

¹ Delaware Department of Education (2016). Delaware Public School Districts for K12 Education. Retrieved from: <https://pubapps.doe.k12.de.us/EducationalDirectoryPublic/pages/Districts/Default.aspx>

² Delaware Department of Education, DCAS State Summaries, 2012, 2013, and 2014 Administrations

SAT, 2016-17

The SAT is available to high school students (grades 9–12) and is administered to all Delaware high school students in grade 11. The test consists of two major sections, evidence-based reading and writing (ERW) and math, which are scored on a scale of 200–800. In spring 2016, the SAT replaced the SBAC as Delaware’s state test for grade 11. As such only years 2015–16 and 2016–17 are considered in this report. In order to remain consistent with how the state uses SAT scores in their achievement data this report follows the same guidelines for proficiency.

Section I: Wilmington Student Demographics and Public Schools

It is important to note that the Commission’s Initial Annual Report indicated that 83% of Wilmington students were from low-income families as of 2015. This number represented the percentage of low-income students using DDOE’s 2011–13 low-income measure, which was: students who receive any one of the following benefits: Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Medicaid, or free or reduced lunch. In the 2013–14 school year, a revised definition³ of the low-income measure was adopted by DDOE, which is students who receive either SNAP or TANF. Therefore, the following analysis, data, tables, and figures reflect the updated definition.

There were 11,460 City of Wilmington students enrolled in public education during the 2016–17 school year. Of these students, 71% were low-income, 7% were English language learners (ELLs), and 19% were students with disabilities. Statewide, 37% of students were low-income, 7% were ELLs, and 15% were students with disabilities.

Table One: Profile of City of Wilmington and Delaware Students, School Year 2016–17

	Wilmington	Delaware
Gender		
Female	50%	49%
Male	50%	51%
Race and Ethnicity		
American Indian or Alaskan Native	0.2%	0.4%
Asian	0.5%	4%
Black or African American	72%	30%
Hispanic/Latino	18%	17%
Two or more races	2%	3%
Native Hawaiian or Other Pacific Islander	0.1%	0.1%
White	7%	45%
Low-Income Population	71%	37%
English Language Learners (ELL) Population	7%	7%
Students with Disabilities Population	19%	15%

Source: Delaware Department of Education Data Set, 2017.

Table Two: City of Wilmington Student Enrollment, 2014–17⁴

School Year	Enrollment
2014–15	11,595
2015–16	11,527
2016–17	11,460

Source: Delaware Department of Education Data Set, 2017.

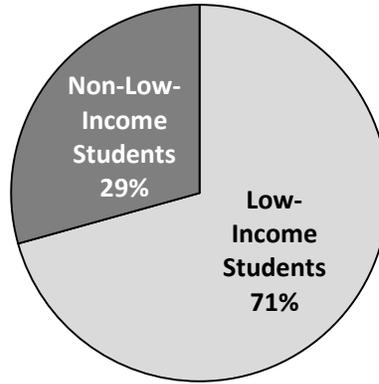
³ Delaware Department of Education, Low-Income Measure. Retrieved from: <http://www.doe.k12.de.us/Page/1890>

⁴ Enrollment numbers are determined by the September 30 count, according to the DDOE.

Low-Income Students in City of Wilmington

Figure One documents the percent of low-income students who live in the City of Wilmington.

Figure One: Percent of Low-Income Students Living in the City of Wilmington, 2017

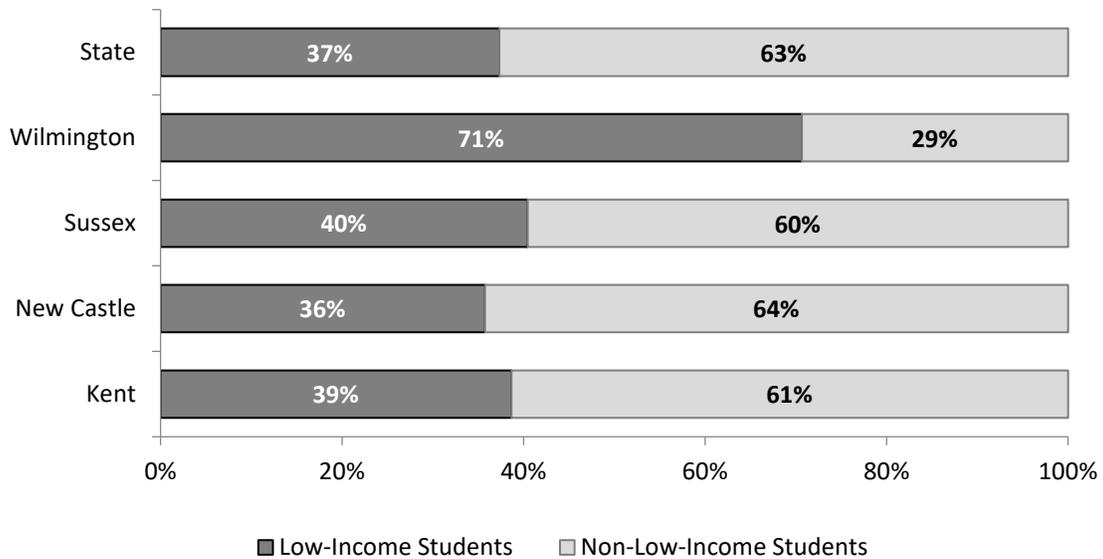


Source: Delaware Department of Education Data Set, 2017.

Students from Low-Income Families, Wilmington and County Breakdown

Figure Two presents data that describes the percentage of students from low-income families in each county. Sussex County has the highest percent of students from low-income families out of all three counties. The proportion of students from low-income families in Sussex County, however, is smaller than the proportion of students from low-income families living in the City of Wilmington.

Figure Two: Low-Income as a Proportion of Total Student Population per County, 2016–17 School Year



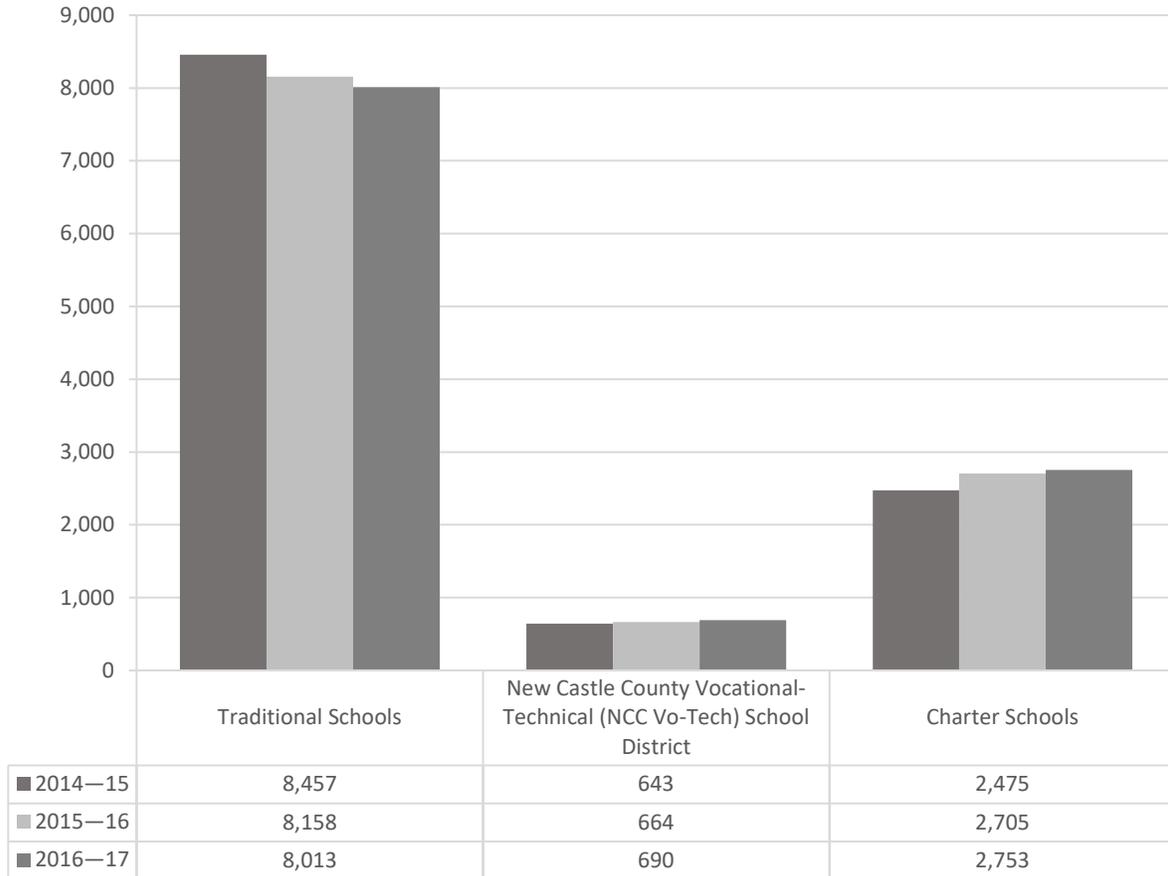
Source: Delaware Department of Education Data Set, 2017.

Note: New Castle County percentages include the City of Wilmington

Wilmington Student Enrollment

Figure Three and Table Three demonstrate the enrollment of City of Wilmington students in Delaware public schools. Figure Four and Table Four demonstrate the schools located in the City of Wilmington and the percentage of low-income students that attend those schools.

Figure Three: Wilmington Student Enrollment by Public School Type, 2014–17 School Years



Source: Delaware Department of Education Data Set, 2017.

*Table Three: Wilmington Student Enrollment in Public Schools, 2016–17 School Year**

Red Clay Consolidated School District*	3,581
Christina School District	2,303
Brandywine School District	1,865
NCC Vo-tech School District	690
Edison (Thomas A.) Charter School	561
Kuumba Academy Charter School	502
East Side Charter School	331
Colonial School District	254
Academia Antonia Alonso	205
Odyssey Charter School	193
Family Foundations Academy	189
Great Oaks Charter School	160
Freire Charter School	123
Prestige Academy	103
First State Montessori Academy	94
Charter School of Wilmington**	83
Las Américas ASPIRA Academy	42
Gateway Lab School	42
Delaware Design-Lab High School	46
Delaware Academy of Public Safety and Security	35
Delaware Military Academy**	24
Early College High School at Delaware State University	<15
Appoquinimink School District	<15
MOT Charter School	<15
First State Military Academy	<15
Smyrna School District	<15
Providence Creek Academy Charter School	<15
Newark Charter School	<15

Source: Delaware Department of Education Data Set, 2016–17 School Year.

*Notes: *This is determined using the September 30 Count.*

***Red Clay-authorized charter schools are listed separately*

Table Four: Public Schools within the City of Wilmington, 2016–17 School Year

District Schools Located within City of Wilmington Limits			
District	Elementary	Middle	High
Brandywine	Harlan Elementary School	P.S. duPont Middle School	N/A
Christina	Bancroft Elementary School Elbert-Palmer Elementary School Pulaski Elementary School Stubbs Elementary School	Bayard Middle School	N/A
Colonial	N/A	N/A	N/A
Red Clay Consolidated	Highlands Elementary School Lewis Dual Language Elementary School Shortlidge Academy Warner Elementary School	Cab Calloway School of the Arts*	Cab Calloway School of the Arts* Charter School of Wilmington**
New Castle County Vocational Technical	N/A	N/A	Howard High School of Technology
State-Authorized Charter Schools (Grade Levels Vary) within City of Wilmington Limits			
EastSide Charter School Edison Charter School La Academia Antonia Alonso First State Montessori Academy Freire Charter School Great Oaks Charter School Kuumba Academy Prestige Academy			

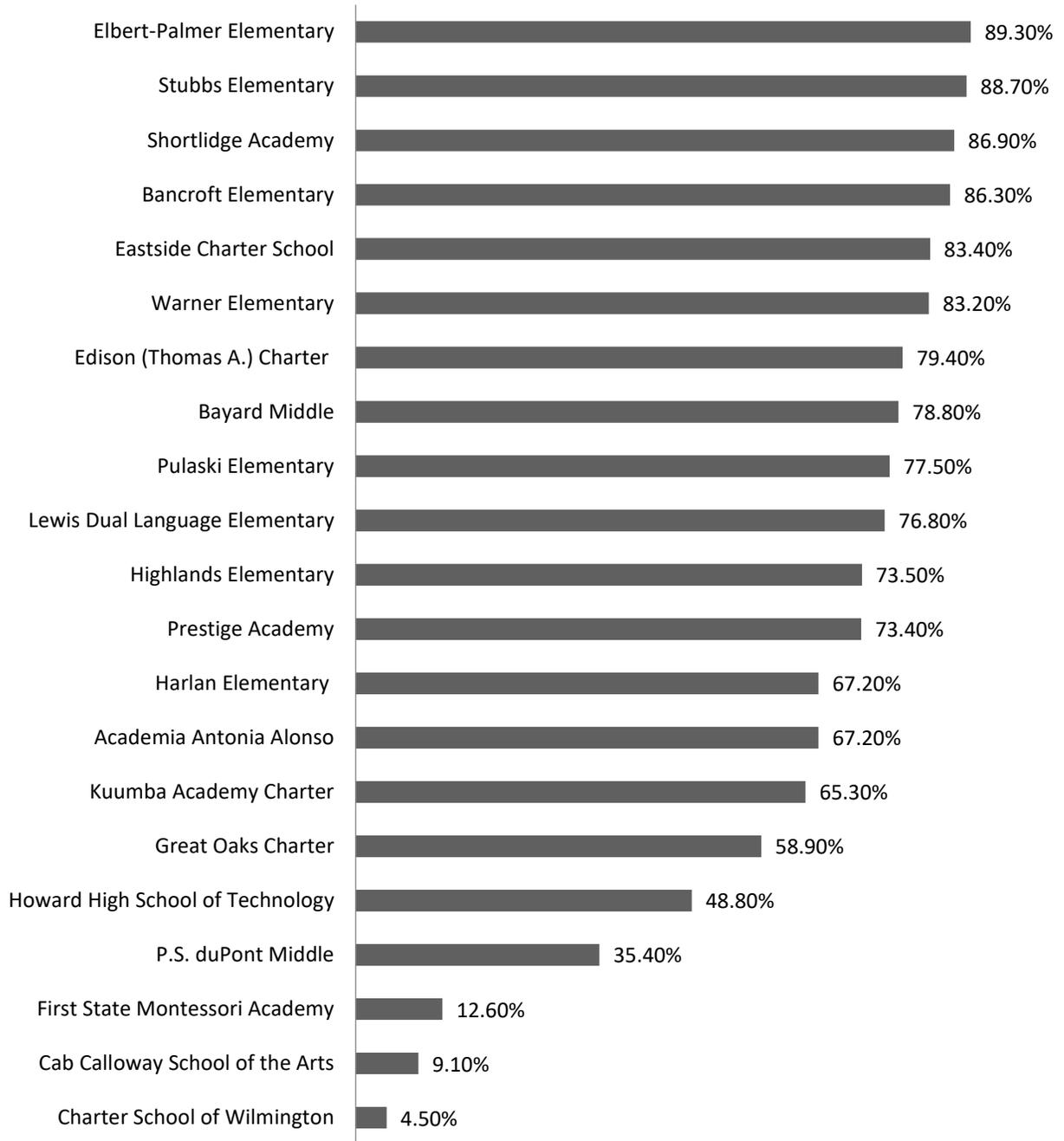
Source: Delaware Department of Education. (2015) School Profiles.

Notes: *Magnet school.

** Charter schools authorized by Red Clay Consolidated School District.

Table Four displays the profile of schools within the City of Wilmington. The list of schools includes all schools that were open during 2016–17 and served at least 15 Wilmington students.

Figure Four: Percentage of Low-Income Enrollment in Schools Located in the City of Wilmington, 2016–17 School Year



Source: Delaware Department of Education Data Set and School Profiles, 2017

Section II: City of Wilmington Student Proficiency

The most widely used measure of academic, teaching, and learning success is student performance on state standardized tests. The State of Delaware changed its standardized testing protocol in 2015 from the Delaware Comprehensive Assessment System (DCAS) for all subjects to the Smarter Balanced Assessment Consortium (SBAC, or Smarter Balanced Assessment) for English Language Arts (ELA) and mathematics (math) tests. The 2016–17 school year was the third year for the use of the Smarter Balanced Assessment. The 2015 SBAC assessed students in grades 3–8 and 11. The 2016 SBAC assessed students in grades 3–8. Students in grade 11 did not take the SBAC in 2016. Under Delaware’s former state test, the DCAS, ninth and tenth graders were tested. When the state moved to SBAC in spring 2015, grade 11 became the singular testing year for high school. In spring 2016, the SAT replaced SBAC in order to alleviate over-testing.

In the following analysis, proficiency categorization is determined by performance levels received by students as a result of their performance on state tests, with 1 being “Well Below Expectations,” 2 being “Below Expectations,” 3 being “Meets Expectations,” and 4 being “Advanced.” The percentages reflect the proportion of students receiving a given performance level designation relative to the larger test-taking population.

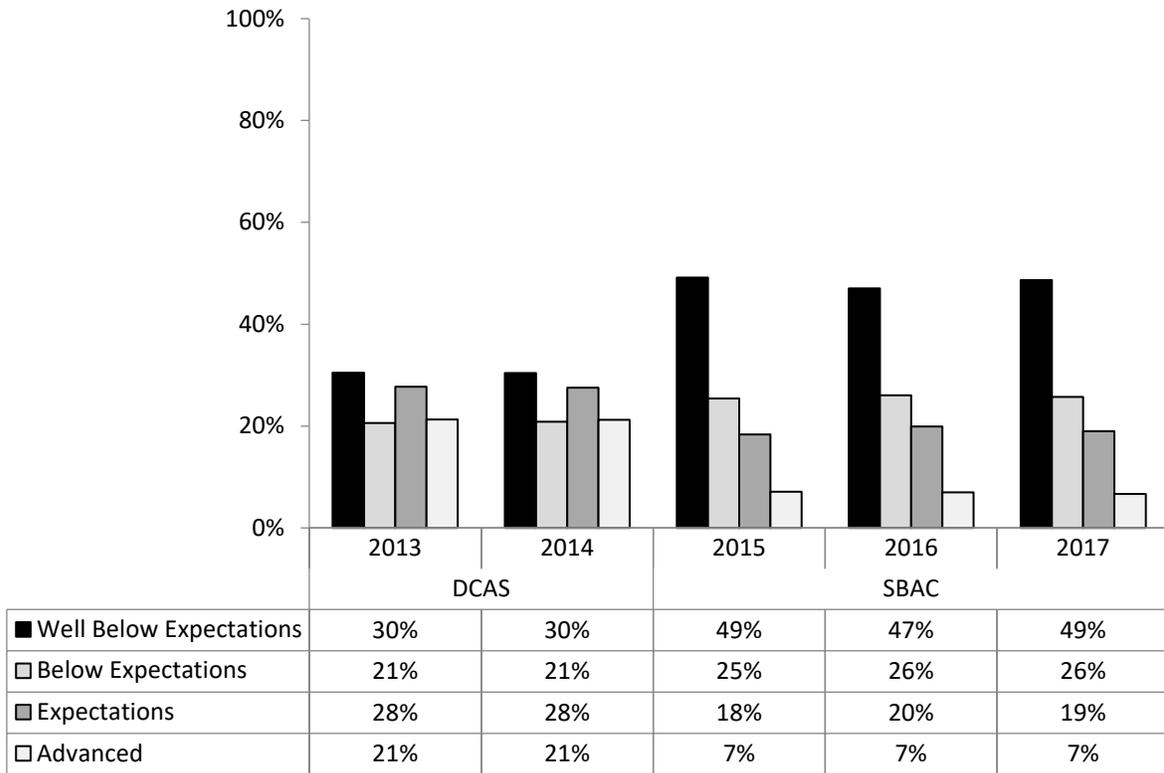
The following analysis defines “Wilmington students” as P–12 students residing within the limits of the City of Wilmington who attend traditional, vocational-technical (vo-tech), and charter schools across the state. Additionally, “Non-Wilmington students” are defined as P–12 students not residing within the limits of the City of Wilmington who attend traditional, vo-tech, and charter schools across the state. All data are from the Delaware Department of Education’s school year 2016–17 data.

The following subsections seek to provide comparative analysis of student performance data between students living in the City of Wilmington and those not living in Wilmington. It includes performance data on City of Wilmington students, non-Wilmington students, English language learners (ELLs), students with special needs, and students from low-income families.

Student Proficiency in English Language Arts

In this section, Figures Five, Six, and Seven examine student proficiency in ELA for Wilmington students, non-Wilmington students, and a comparison of Wilmington and non-Wilmington students.

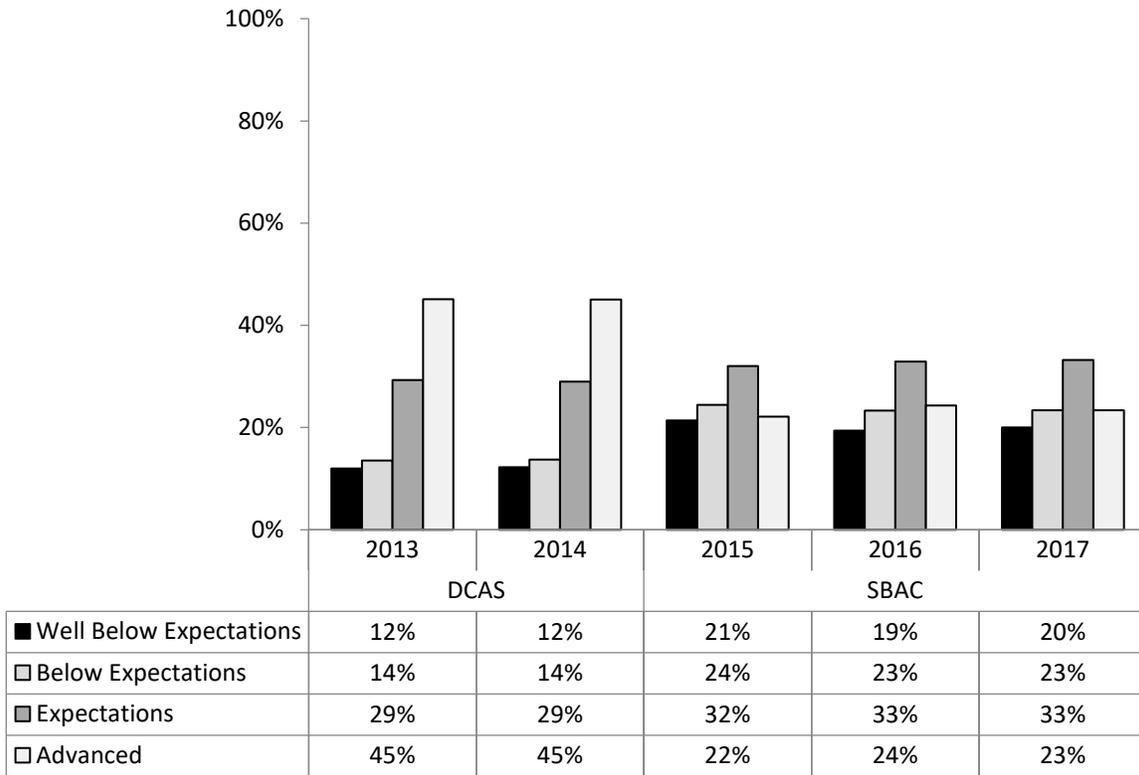
Figure Five: Student Proficiency in ELA, Wilmington Students, 2013–17 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2017.

Note: The 2015 ELA SBAC assessed students in grades 3–8 and 11. The 2016 and 2017 ELA SBAC assessed students in grades 3–8. Students in grade 11 did not take the ELA SBAC in 2016 or 2017.

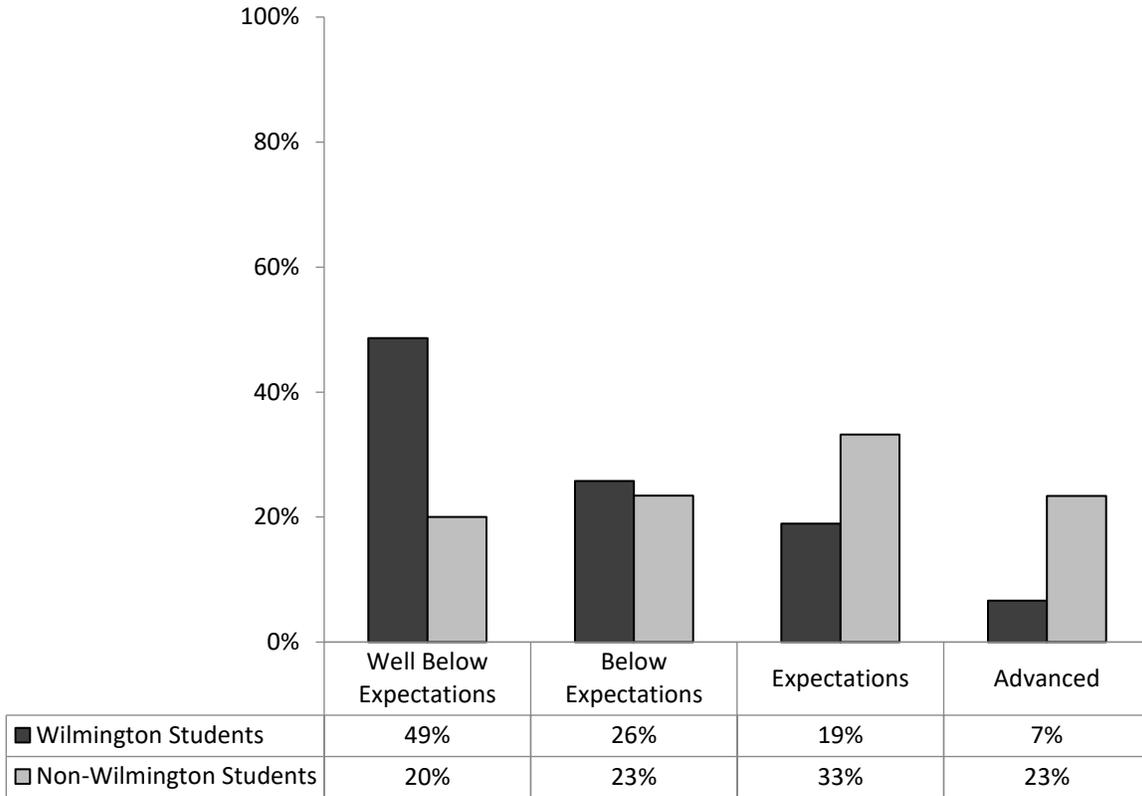
Figure Six: Student Proficiency in ELA, Non-Wilmington Students, 2013–17 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2017.

Note: The 2015 ELA SBAC, assessed students in grades 3–8 and 11. The 2017 ELA SBAC assessed students in grades 3–8. Students in grade 11 did not take the ELA SBAC in 2016.

Figure Seven: Student Proficiency in ELA, Wilmington and Non-Wilmington Students, SBAC 2016–17 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2017.

Note: The 2016 ELA SBAC assessed students in grades 3–8. Students in grade 11 did not take the ELA SBAC in 2016.

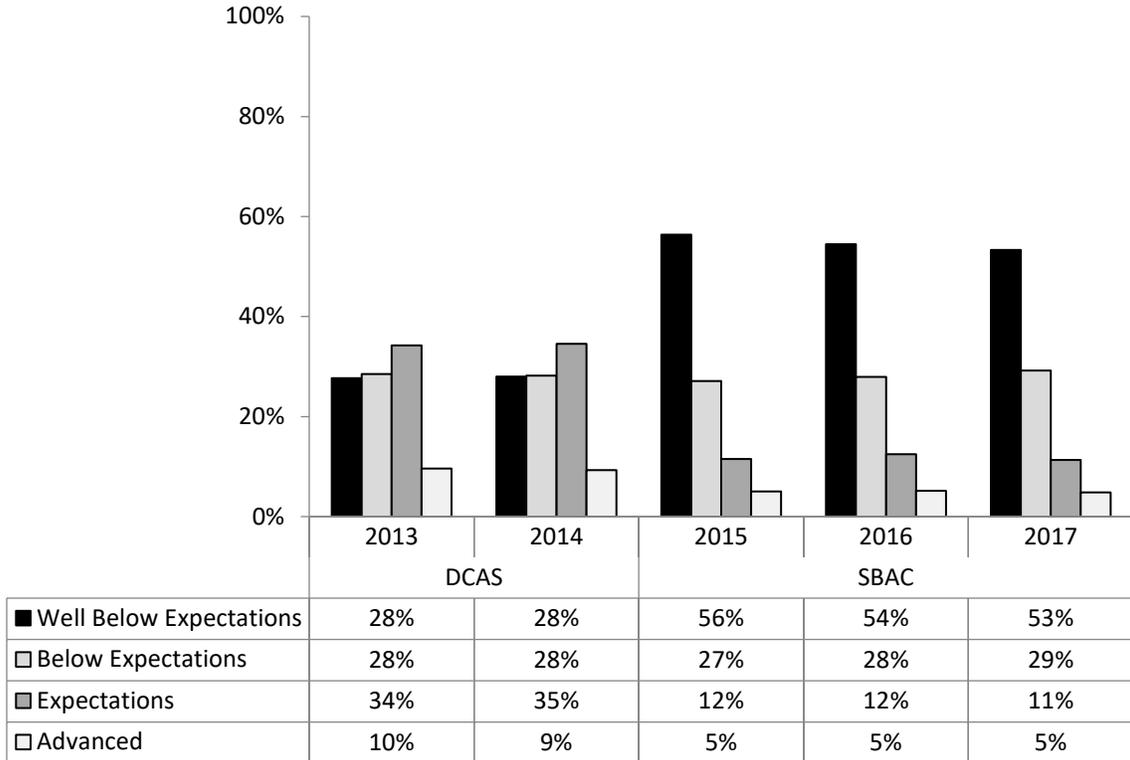
In 2013 and 2014, just under half of Wilmington students met or exceeded the state standards on the annual state assessment of ELA. When compared to their non-Wilmington counterparts, Wilmington students fell behind in DCAS performance. In 2013 and 2014, a majority (74% of students each year) of non-Wilmington students were categorized as having met or exceeded the standard in ELA.

On the SBAC in 2015, only 25% of Wilmington students met or exceeded state standards. In contrast, 54% of non-Wilmington students met or exceeded state standards. This trend continued in 2016, with only 27% of Wilmington students meeting or exceeding state standards while 57% of non-Wilmington students met or exceeded state standards. There was little change in that trend in 2017, as 26% of students in Wilmington met state standards in ELA, while their non-Wilmington counterparts met state standards at a rate of 56%. Wilmington students were two times more likely than non-Wilmington students to be classified as having performed well below expectations in ELA; non-Wilmington students were also found to be three times more likely than Wilmington students to be classified as advanced.

Student Proficiency in Mathematics

Figures Eight, Nine, and Ten display student proficiency in math for Wilmington students, non-Wilmington students, and a comparison of Wilmington and non-Wilmington students.

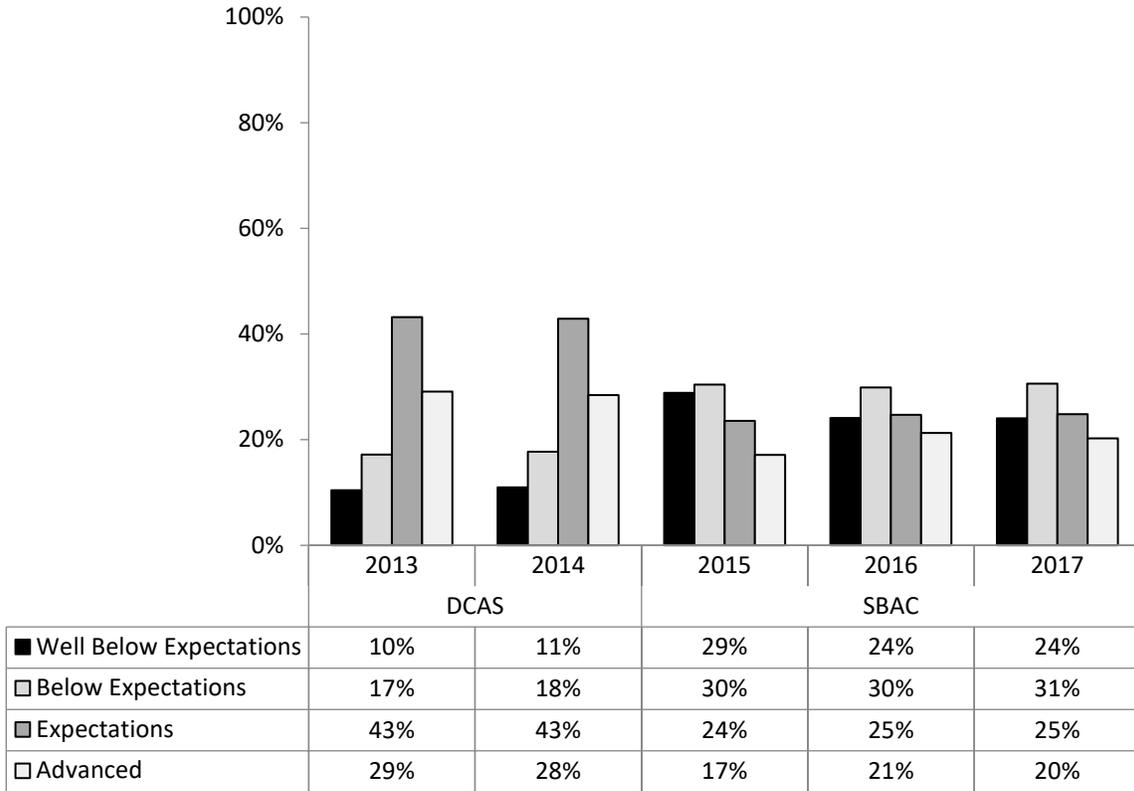
Figure Eight: Student Proficiency in Math, Wilmington Students, 2013–17 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2017.

Note: The 2015 math SBAC assessed students in grades 3–8 and 11. The 2016 and 2017 math SBAC assessed students in grades 3–8. Students in grade 11 did not take the math SBAC in 2016 or 2017.

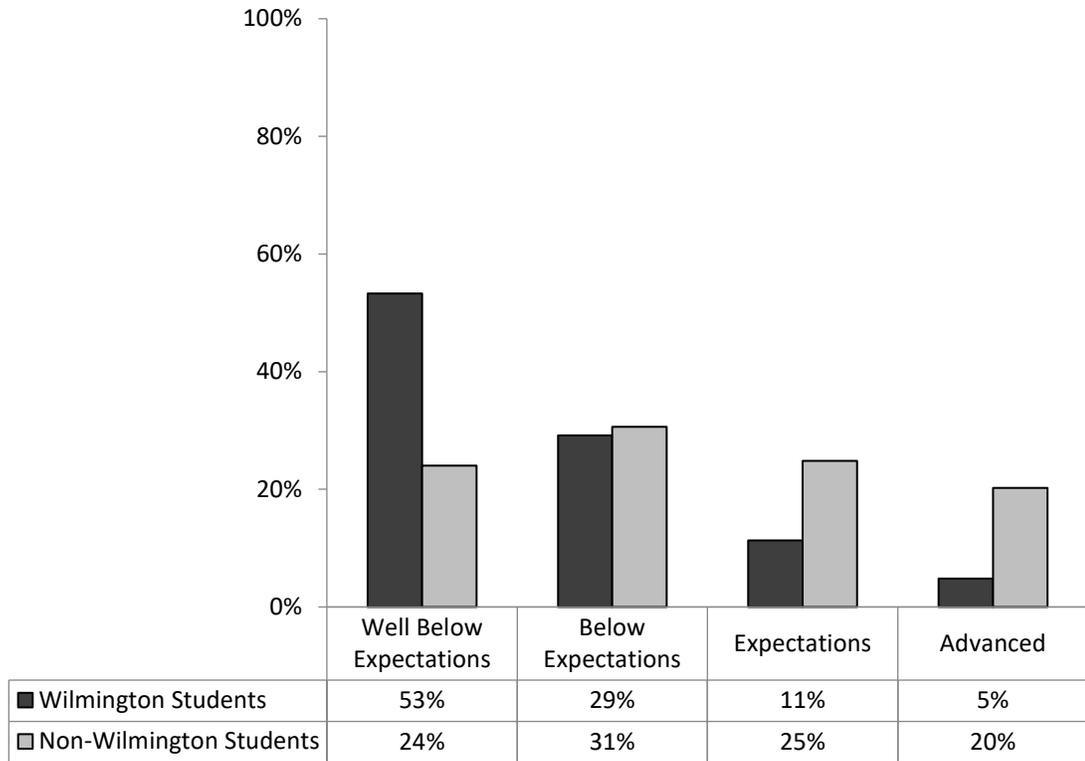
Figure Nine: Student Proficiency in Math, Non-Wilmington Students, 2013–17 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2017.

Note: The math SBAC, assessed students in grades 3–8 and 11. The 2016 math SBAC assessed students in grades 3–8. Students in grade 11 did not take the math SBAC in 2016.

Figure Ten: Student Proficiency in Math, Wilmington and Non-Wilmington Students, SBAC 2016–17 School Year



Source: Delaware Department of Education Data Set, 2017.

Note: The 2017 ELA SBAC assessed students in grades 3–8. Students in grade 11 did not take the ELA SBAC in 2016.

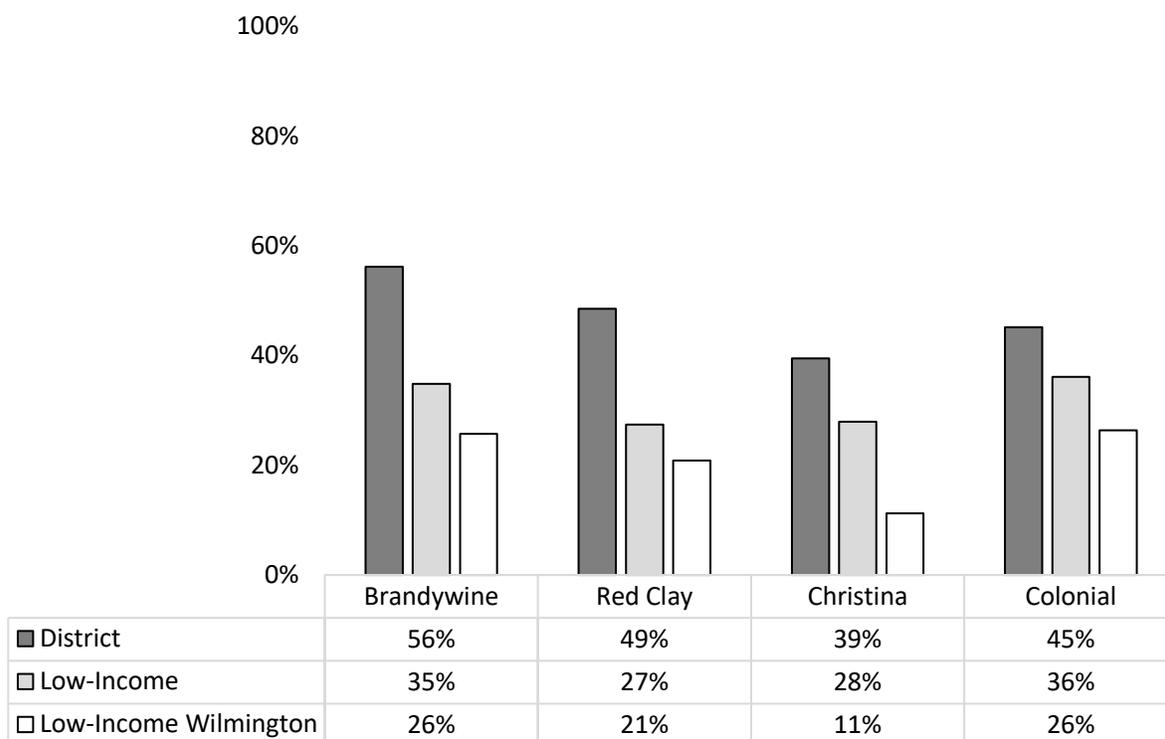
From 2013 to 2014, a majority of Wilmington students did not meet state standards, with slightly less than half of the students meeting or exceeding state standards on the math assessment each year. When compared to their non-Wilmington counterparts, the performance of Wilmington students again falls short on DCAS performance. In 2013, a majority of non-Wilmington students (72%) met or exceeded expectations in math. The same is true in 2014 (71%) of non-Wilmington students who met or exceeded expectations.

Upon the introduction of the SBAC in 2015, 17% of Wilmington students met or exceeded expectations compared to 41% of non-Wilmington students. In 2016, the percentage of Wilmington students not meeting state standards was 28 percentage points greater than that of non-Wilmington students. In 2017, the gap grew to 29 percentage points greater than that of non-Wilmington students. Wilmington students were more than twice as likely to score well below expectations as non-Wilmington students; non-Wilmington students were four times more likely to score in advanced than Wilmington students.

Students from Low-Income Families

Figures Eleven and Twelve and Tables Five through Eight compare the proficiency of all students to students categorized as low-income and City of Wilmington low-income students on the math and ELA 2017 SBAC for both charter and district schools attended by more than 15 Wilmington students.

Figure Eleven: Inter-District Student Proficiency Comparison in ELA, SBAC 2016–17 School Year



Source: Delaware Department of Education Data Set, 2017.

Note: The 2016 ELA SBAC assessed students in grades 3–8. Students in grade 11 did not take the ELA SBAC in 2017.

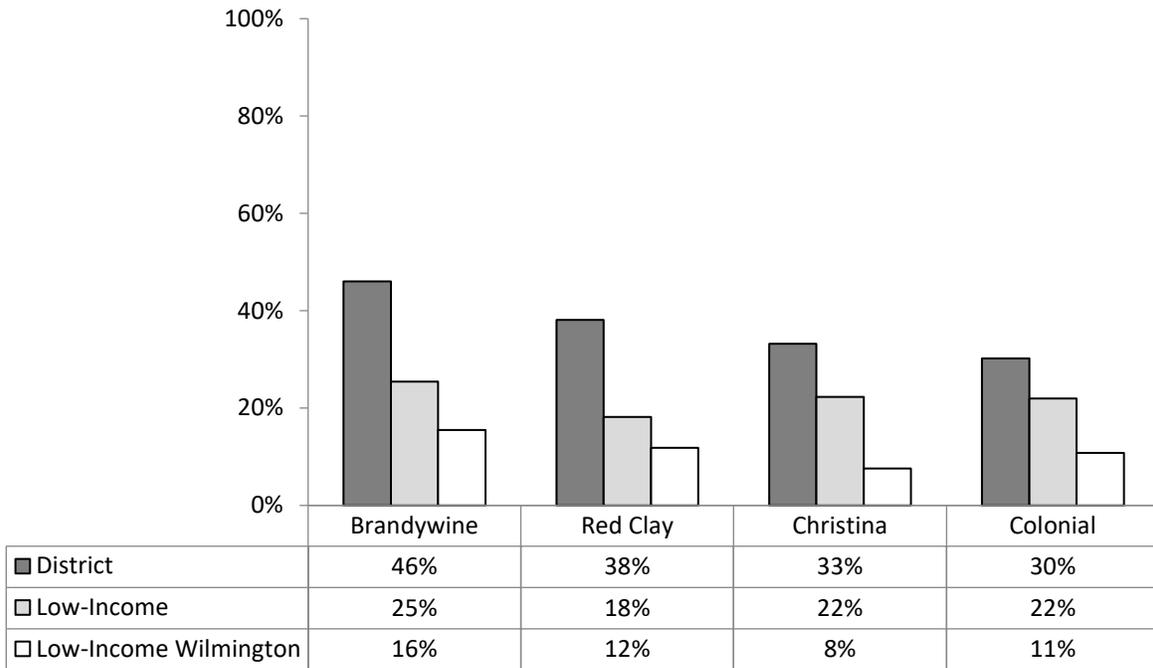
Table Five: Inter-District Student Proficiency Comparison in Grades 3–8 in ELA, SBAC 2016–17 School Year

District	Total Population		Low-Income Population		Difference*	Low-Income Wilmington		Difference*
	Students	Proficiency	Students	Proficiency		Students	Proficiency	
Brandywine	4,854	56%	1,626	35%	-21%	555	26%	-30%
Red Clay	8,057	49%	3,115	27%	-21%	1,209	21%	-28%
Christina	7,077	39%	3,279	28%	-12%	774	11%	-28%
Colonial	5,001	45%	2,191	36%	-9%	110	26%	-19%

Source: Delaware Department of Education Data Set, 2017.

Note: The 2016 ELA SBAC assessed students in grades 3–8. Students in grade 11 did not take the ELA SBAC in 2016. Some of the calculations are approximate due to rounding. *Difference in both cases is calculated against the school-wide percent proficient.

Figure Twelve: Inter-District Student Proficiency Comparison in Math, SBAC 2016–17 School Year



Source: Delaware Department of Education Data Set, 2017.

Note: The 2016 math SBAC assessed students in grades 3–8. Students in grade 11 did not take the math SBAC in 2016.

Table Six: Inter-District Student Proficiency Comparison in Grades 3–8 in Math, SBAC 2016–17 School Year

District	Total Population		Low-Income Population		Difference*	Low-Income Wilmington		Difference*
	Students	Proficiency	Students	Proficiency		Students	Proficiency	
Brandywine	4,847	46%	1,614	25%	-21%	548	16%	-31%
Red Clay	8,085	38%	3,105	18%	-20%	1,205	12%	-26%
Christina	7,108	33%	3,271	22%	-11%	779	8%	-26%
Colonial	5,039	30%	2,199	22%	-8%	111	11%	-19%

Source: Delaware Department of Education Data Set, 2017.

Note: The 2016 math SBAC assessed students in grades 3–8. Students in grade 11 did not take the math SBAC in 2016. Some of the calculations are approximate due to rounding. *Difference in both cases is calculated against the school-wide percent proficient.

When comparing performance of low-income students on the SBAC exam in ELA, the proficiency of City of Wilmington students from low-income families was lower than that of students from low-income families district-wide and the difference was more pronounced when compared to the whole district.

Similar disparities were found in comparisons of performance of students from low-income families to district populations on the math SBAC in 2017. In the school districts that serve a sizable number of Wilmington students, the rates of proficiency among students of low-income families were considerably lower than rates district-wide. While the differences in proficiency rates were not as pronounced when compared to ELA results, rates of math proficiency between Wilmington students from low-income families and district rates were relatively low. Without exception, the performance of Wilmington students from low-income families was lower than that of students from low-income families residing outside Wilmington.

Table Seven: Student Proficiency in ELA, Charter Schools Serving Wilmington Students, SBAC 2016-2017 School Year

School	Grade Level	Total Population		Low-Income Population		Difference*	Low-Income Wilmington		Difference*
		Students	Proficiency	Students	Proficiency		Students	Proficiency	
Academia Antonia Alonso	K-3	43	16%	29	14%	-2%	17	18%	1%
First State Montessori	K-6	209	67%	27	63%	-4%	11	55%	-12%
Kuumba Academy	K-7	440	32%	292	29%	-3%	206	26%	-6%
Odyssey	K-7	864	75%	117	55%	-20%	39	46%	-29%
EastSide Charter School	K-8	248	16%	179	16%	0%	153	14%	-2%
Edison Charter School	K-8	445	34%	319	31%	-3%	261	28%	-6%
Family Foundations Academy	K-8	451	40%	111	31%	-9%	78	27%	-13%
Las Americas ASPIRA Academy	K-8	390	51%	27	33%	-18%	11	27%	-23%
Prestige Academy	5-8	135	11%	96	8%	-3%	79	6%	-5%
Gateway Lab School	5-8	193	16%	36	12%	-4%	26	8%	-8%
Great Oaks Charter School	6-7	324	26%	191	20%	-6%	117	11%	-15%
Freire Charter School	8-10	120	39%	69	29%	-10%	41	22%	-17%

Source: Delaware Department of Education Data Set, 2017.

Note: The 2016 ELA SBAC assessed students in grades 3-8. Students in grade 11 did not take the ELA SBAC in 2016. Some of the calculations are approximate due to rounding. *Difference in both cases is calculated against the district or school-wide percent proficient.

Table Eight: Student Proficiency in Math, Charter Schools Serving Wilmington Students, SBAC 2016–17 School Year

School	Grade Level	Total Population		Low-Income Population		Difference*	Low-Income Wilmington		Difference*
		Students	Proficiency	Students	Proficiency		Students	Proficiency	
Academia Antonia Alonso	K–3	44	25%	29	24%	-1%	17	35%	10%
First State Montessori	K–6	209	47%	27	15%	-32%	11	0%	-47%
Kuumba Academy	K–7	440	26%	273	23%	-3%	161	22%	-4%
Odyssey	K–7	861	67%	161	41%	-26%	24	38%	-28%
EastSide Charter School	K–8	249	14%	201	13%	-1%	136	11%	-3%
Edison Charter School	K–8	444	22%	339	19%	-4%	216	17%	-5%
Family Foundations Academy	K–8	448	34%	235	26%	-8%	61	22%	-12%
Las Americas ASPIRA Academy	K–8	389	43%	88	30%	-13%	9	18%	-24%
Prestige Academy	5–8	134	5%	98	5%	0%	80	3%	-3%
Gateway Lab School	5–8	196	6%	76	4%	-2%	28	0%	-6%
Great Oaks Charter School	6–7	326	23%	192	17%	-7%	118	10%	-13%
Freire Charter School	8–10	120	23%	69	23%	0%	41	20%	-4%

Source: Delaware Department of Education Data Set, 2017.

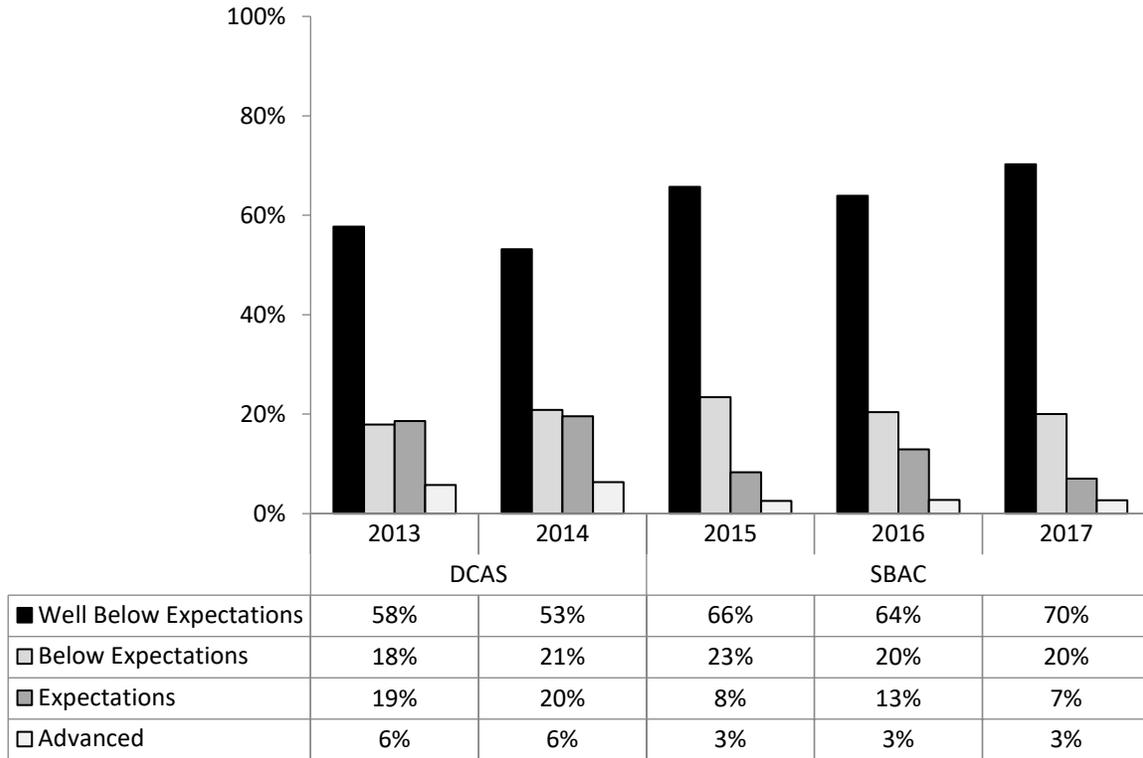
Note: The 2016 math SBAC assessed students in grades 3–8. Students in grade 11 did not take the math SBAC in 2016. Some of the calculations are approximate due to rounding. *Difference in both cases is calculated against the district or school-wide percent proficient.

For almost all charter schools serving Wilmington students, rates of proficiency among students from low-income families were lower than those of the total student population in both math and ELA. For all of the charter schools, the rates of proficiency for Wilmington students from low-income families were lower than those of the total population. This was true for math and ELA SBAC exams. Wilmington students from low-income families were also found to have lower rates of proficiency than the low-income student population.

English Language Learners

Figures Thirteen and Fourteen describe the proficiency of English language learners (ELLs) in ELA and math that live in City of Wilmington.

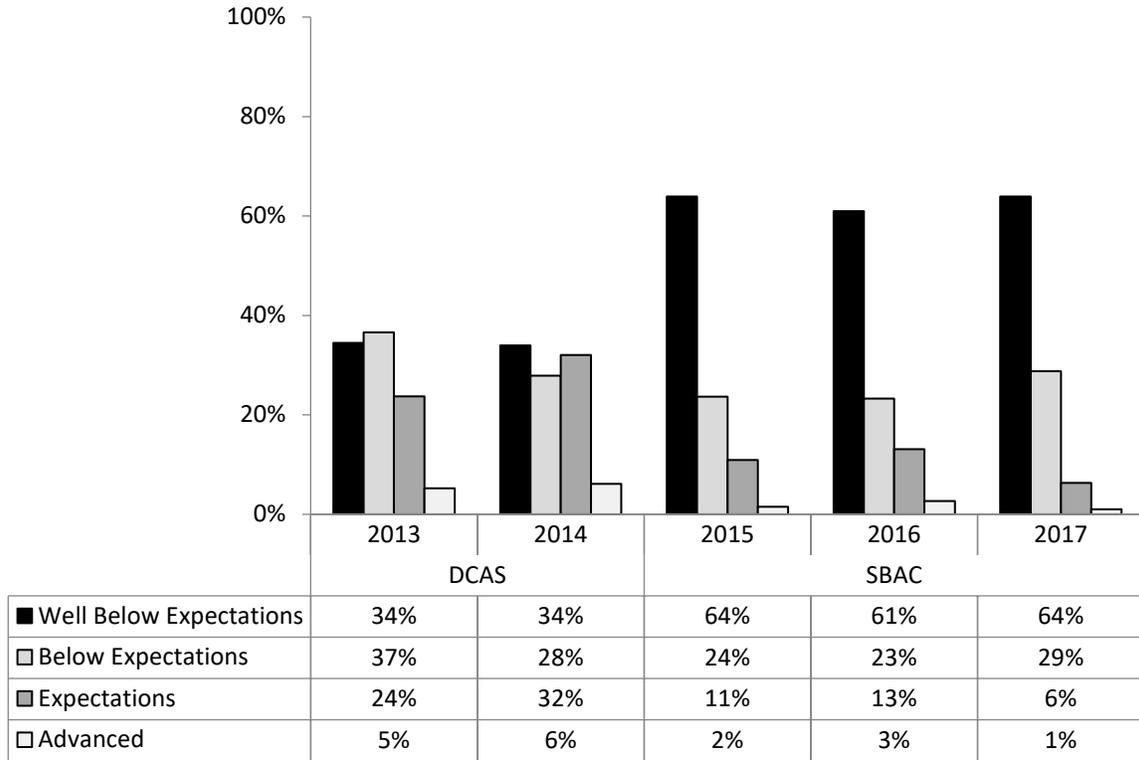
Figure Thirteen: Student Proficiency in ELA, Wilmington English Language Learners, 2013–17 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2017.

Note: The 2015 ELA SBAC assessed students in grades 3–8 and 11. The 2016–17 ELA SBAC assessed students in grades 3–8. Students in grade 11 did not take the ELA SBAC in 2016.

Figure Fourteen: Student Proficiency in Math, Wilmington English Language Learners, 2013–17 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2017.

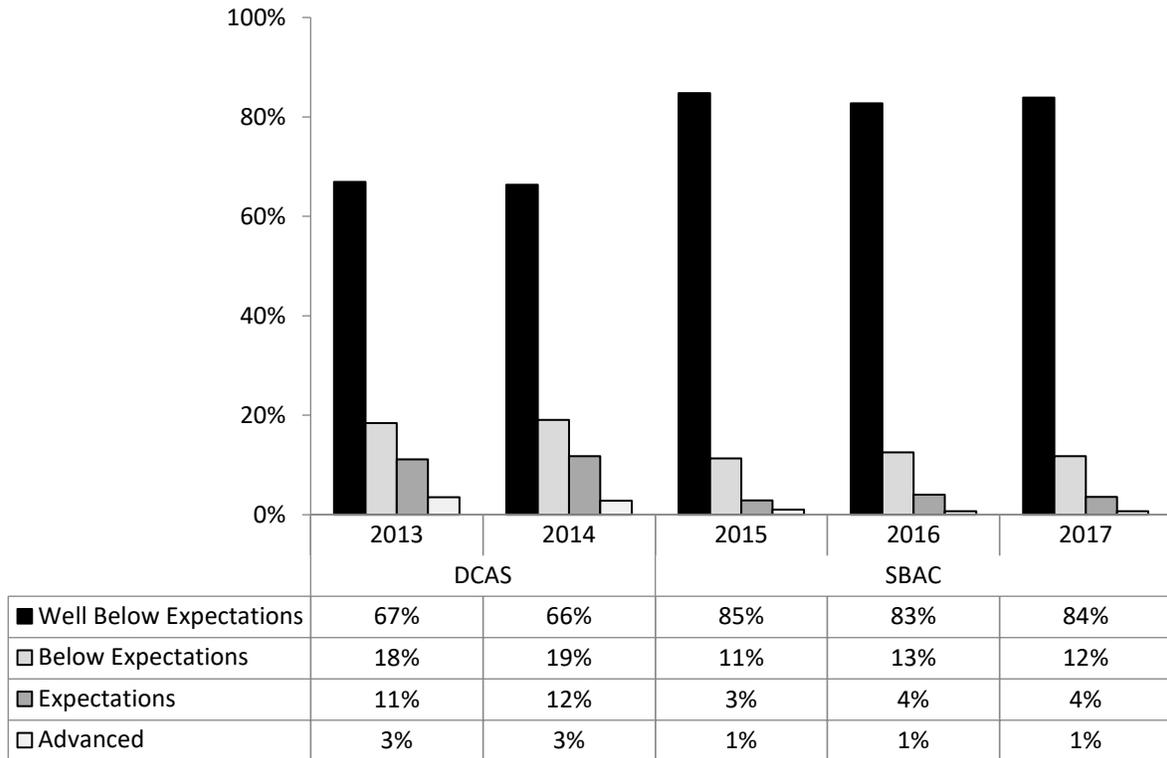
Note: The 2015 math SBAC assessed students in grades 3–8 and 11. The 2016 and 2017 math SBAC assessed students in grades 3–8. Students in grade 11 did not take the math SBAC in 2016 or 2017.

Examining the performance of Wilmington ELLs on the ELA assessment between 2013 and 2014, almost three-quarters did not meet the standard. While there was a slight improvement between SBAC ELA results between 2015 and 2016, in 2017 the performance of Wilmington ELLs on the ELA assessment decreased below the 2015 scores. In 2017, 90% of Wilmington ELLs did not meet state standards in ELA. While there was some improvement on the percentage of students meeting the standard on the SBAC math exam between 2015 and 2016, in 2017 the performance of Wilmington ELLs on the math assessment decreased below the 2015 scores. The number of Wilmington ELLs not meeting math SBAC standards decreased 9 percentage points between 2016 and 2017.

Students with Special Needs

Figures Fifteen and Sixteen describe the performance of Wilmington students with special needs on ELA and math standardized assessments.

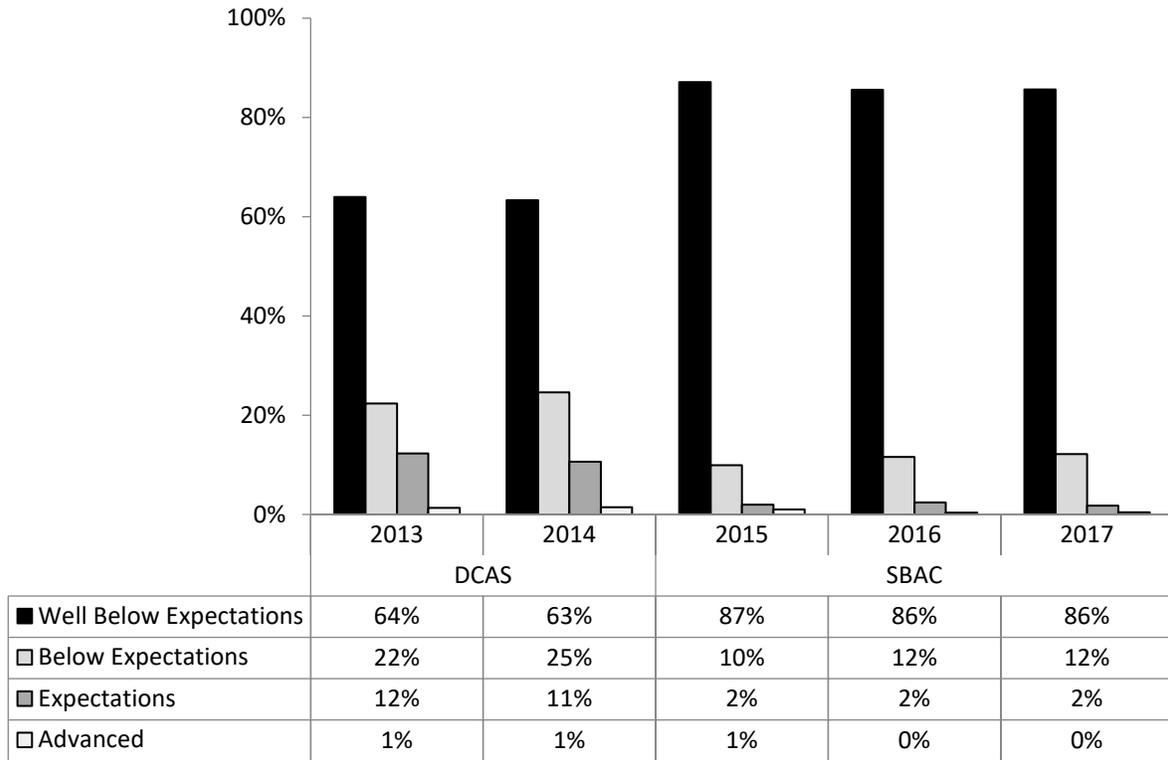
Figure Fifteen: Student Proficiency in ELA, Wilmington Students with Special Needs, 2013–17 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2017.

Note: The 2015 ELA SBAC assessed students in grades 3–8 and 11. The 2016 and 2017 ELA SBAC assessed students in grades 3–8. Students in grade 11 did not take the ELA SBAC in 2016 or 2017.

Figure Sixteen: Student Proficiency in Math, Wilmington Students with Special Needs, 2013–17 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2017.

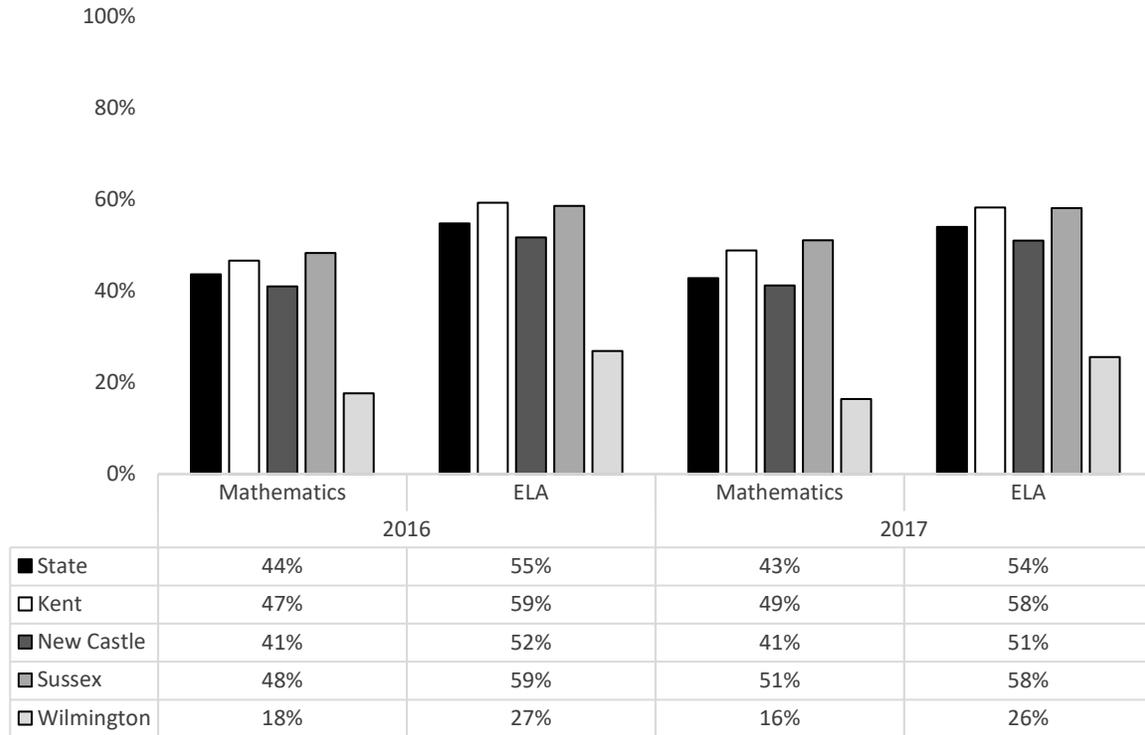
Note: The 2015 math SBAC assessed students in grades 3–8 and 11. The 2016 and 2017 math SBAC assessed students in grades 3–8. Students in grade 11 did not take the math SBAC in 2016 or 2017.

Between 2013 and 2014, 85% or more of Wilmington students with special needs did not meet state standards in ELA. In 2017, nearly the entire population (96%) did not meet state standards in ELA. Results on state math assessments were similar, with 86% or more of Wilmington students with special needs testing below proficiency from 2013 through 2014. Much like the population’s performance in ELA, nearly all students in this population (98%) did not meet state math standards in 2017.

County Comparisons

Figures Seventeen through Twenty demonstrate student proficiency on ELA and math assessments for all students, students from low-income families, ELLs, and students with disabilities among New Castle, Kent, and Sussex Counties and the City of Wilmington.

Figure Seventeen: All Student Proficiency, County Comparisons, SBAC, 2016–17

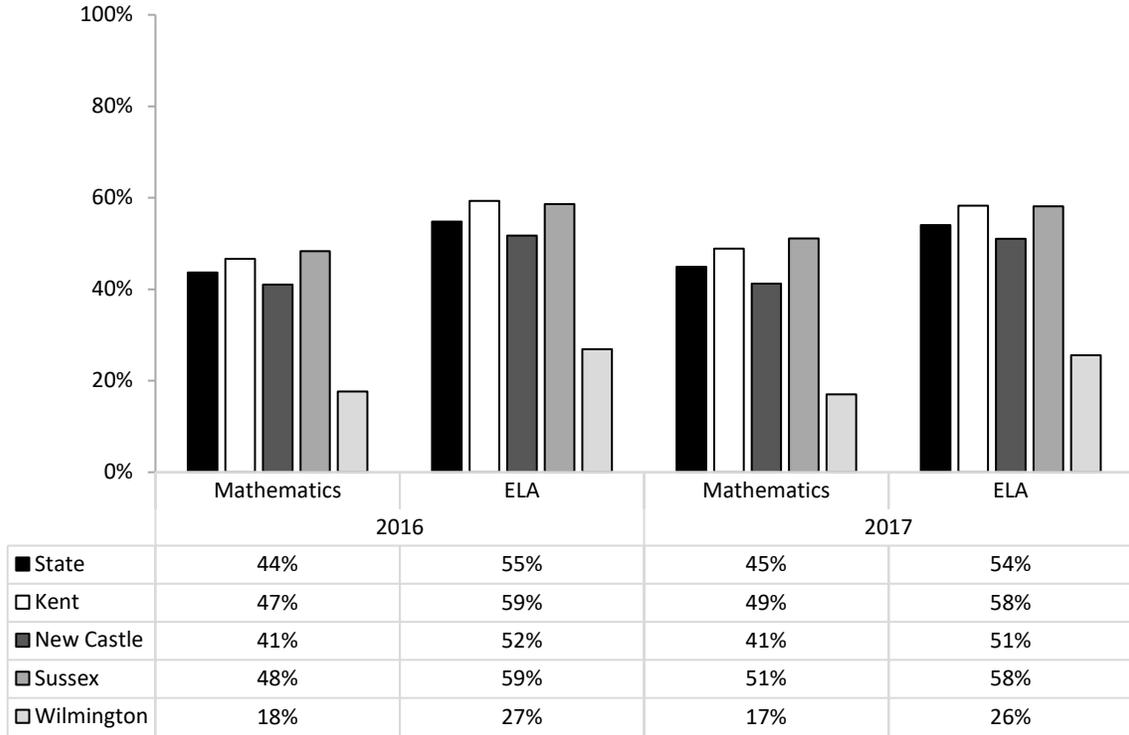


Source: Delaware Department of Education Data Set, 2017.

When examining student performance for all students by county and the City of Wilmington, there are marked differences. Performance across counties on the ELA assessment in 2017 was fairly similar with the exception of New Castle County. Only 51% of students met state standards in New Castle, while approximately 58% of the students in Kent and Sussex met the standard. Overall ELA performance shows a slight regression from 2016 with proficiency rates of students dropping by one to two percentage points statewide.

Performance across counties on the math assessment in 2017 was fairly similar with 41–51% of the students meeting the standard per county, with New Castle County’s proficiency rates being considerably lower than Kent and Sussex counties. However, when compared to 2016, overall performance of all students decreased. City of Wilmington students performed the lowest with only 16% meeting the standard.

Figure Eighteen: Student Proficiency for Students from Low-Income Families, County Comparisons, SBAC 2016–17

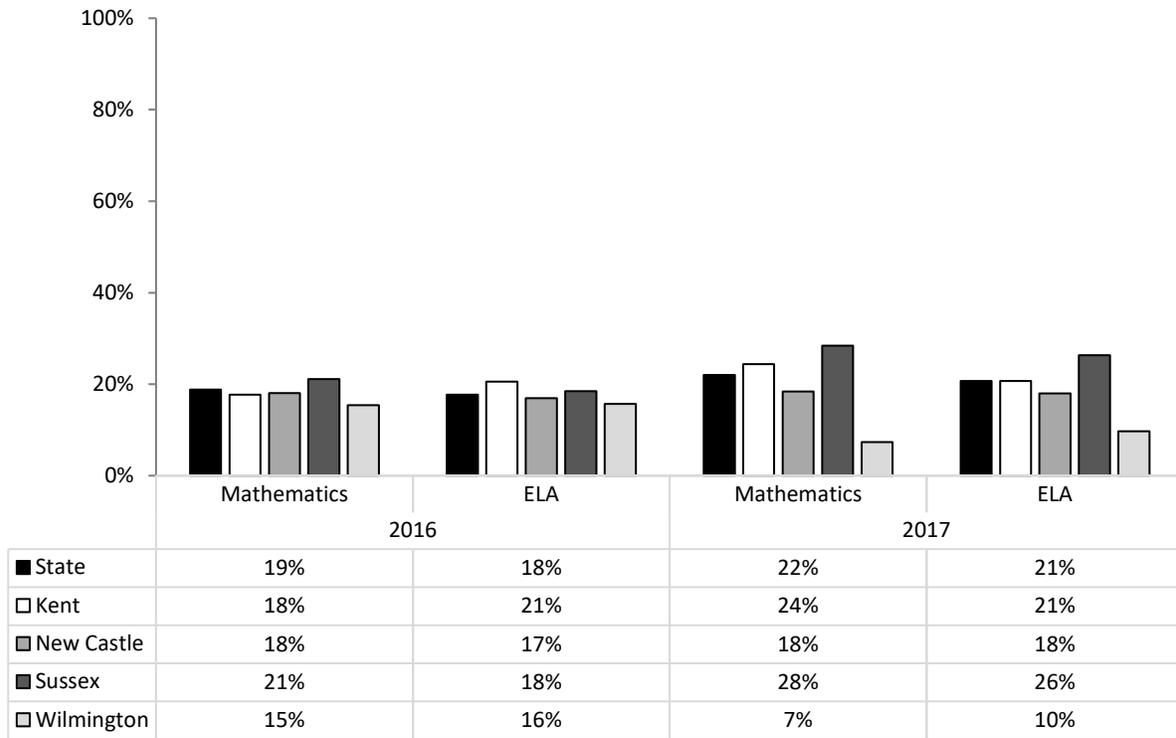


Source: Delaware Department of Education Data Set, 2017.

When comparing students from low-income families by county and the City of Wilmington, there are notable differences in performance. In 2017, performance for students from low-income families across counties on the ELA assessment varied with 51% of New Castle County students meeting state standards while 58% of the students in Kent and Sussex Counties met the state benchmarks.

City of Wilmington students from low-income families performed lower than those in each county with only 26% meeting the standard. Performance for students from low-income families on the math assessment in 2017 were also low across all counties. The amount of Sussex County students meeting state standards slightly increased between 2016 and 2017. The number of low-income students meeting standards in Wilmington decreased while the rest remained unchanged. City of Wilmington students from low-income families performed the lowest with only 17% meeting the standard.

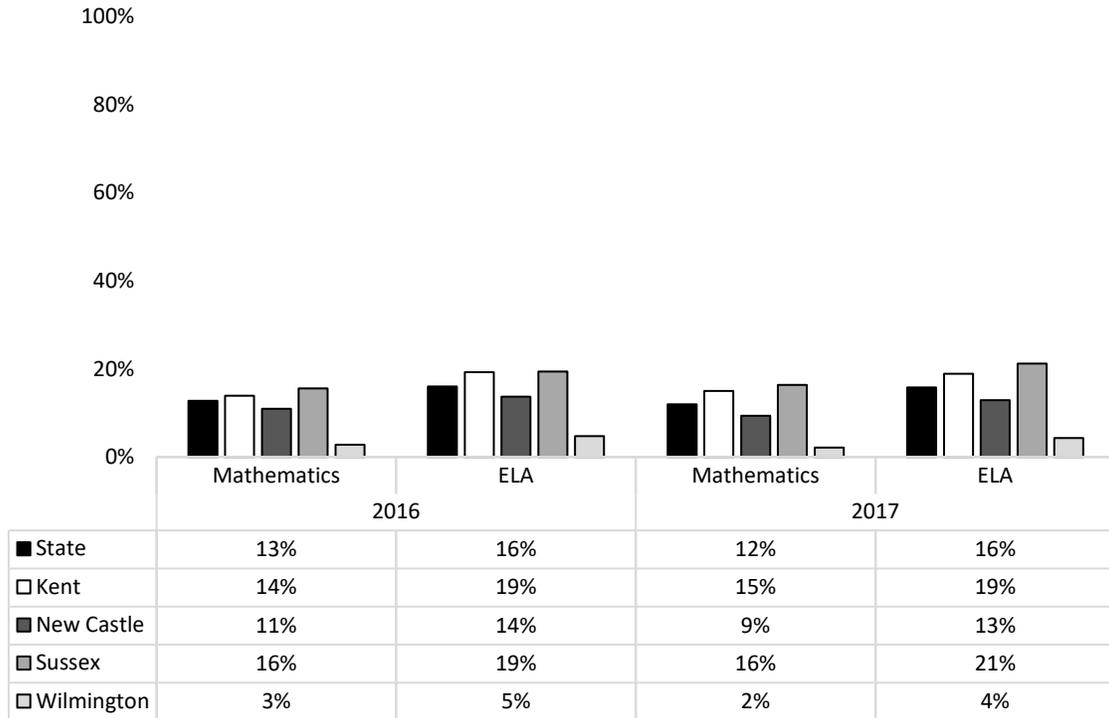
Figure Nineteen: Student Proficiency for English Language Learners, County Comparisons, SBAC 2016–17



Source: Delaware Department of Education Data Set, 2017.

When examining performance for ELLs by county and the City of Wilmington, the percentage of ELLs in Wilmington performing at state standards is discernibly lower than that of the state and counties. The proficiency rates of all ELLs were found to be low across all counties, the state, and among Wilmington students. There were some changes in performance among ELLs in 2017, with ELL students in Kent and Sussex Counties showing six to eight percentage point increases in proficiency from the prior year. Performance among ELLs in New Castle County on the ELA assessment showed marginal differences from 2016 to 2017. On ELA assessments, ELL students in the City of Wilmington returned proficiency rates that were six percentage points less than the previous year, with only 10% meeting the standard. There is a similar trend across counties for ELLs on the math assessment in 2017 with 18–28% of the students meeting the standard per county. Again, City of Wilmington ELLs performed much lower with only 7% meeting the standard.

Figure Twenty: Student Proficiency for Students with Special Needs, County Comparisons, SBAC 2016–17



Source: Delaware Department of Education Data Set, 2017.

When examining student performance for students with special needs by county and the City of Wilmington, all students are not performing well and Wilmington students showed much lower rates of proficiency. Performance for students with special needs across counties on the ELA assessment in 2017 was fairly similar with 13–21% meeting the standard. City of Wilmington students with special needs performed lower than those in each county with only 4% meeting the standard, a 1% decrease from the previous year. There is a similar trend across counties for students with special needs on the math assessment in 2017 with 9–16% of the students meeting the standard per county. Again, City of Wilmington students with special needs performed lower with only 2% meeting the standard, a 1% decrease from the previous year.

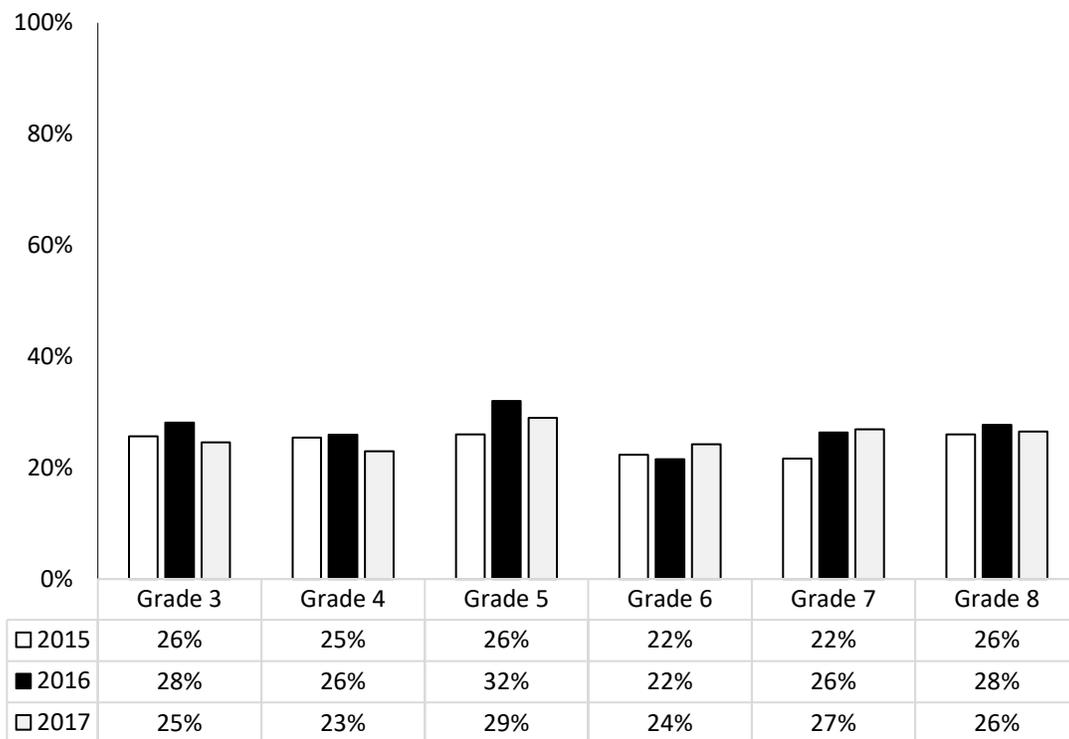
Grade-Level Comparisons

As noted above, only students in grades 3–8 were assessed using the SBAC in the 2015–16 and 2016–17 academic years. The following analysis examines student performance on the SBAC by grade level, and only includes data from grades 3–8. This section is new to the report.

Student Proficiency in English Language Arts, Grade Level Disaggregated

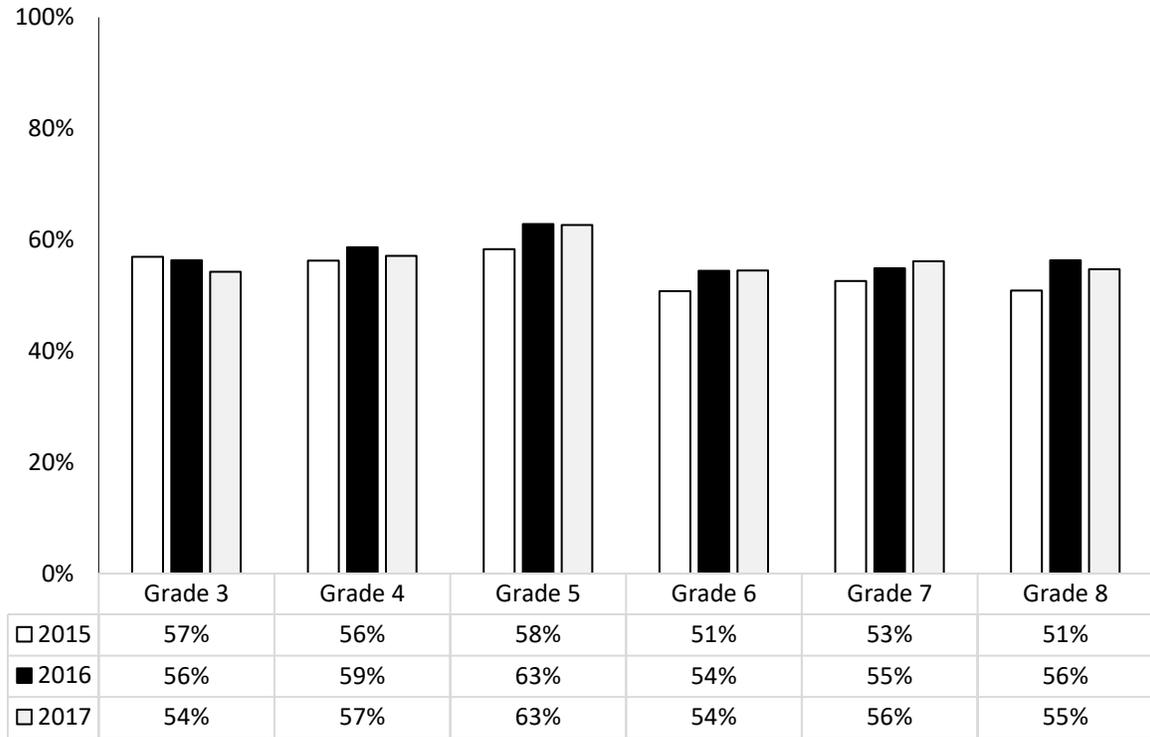
In this section, Figures Twenty-One, Twenty-Two, Twenty-Three, and Twenty-Four examine student grade level proficiency in ELA for Wilmington students, non-Wilmington students, and a comparison of Wilmington and non-Wilmington students.

Figure Twenty-One: Wilmington Student Proficiency in ELA, All Wilmington Students, 2015–2017 (Grade Level Disaggregated)



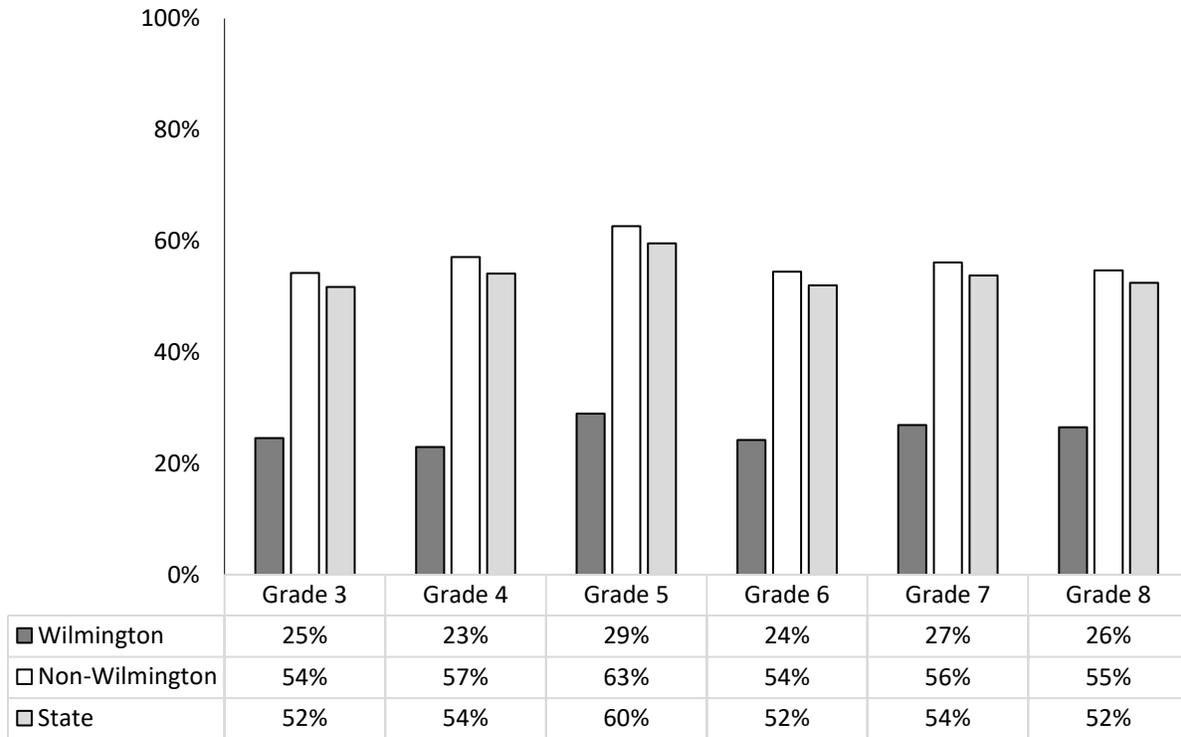
Source: Delaware Department of Education Data Set, 2017.

Figure Twenty-Two: Non-Wilmington Student Proficiency in ELA, All Non-Wilmington Students, 2015–2017 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2017.

Figure Twenty-Three: Student Proficiency in ELA, Wilmington and Non-Wilmington Students, 2016–17 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2017.

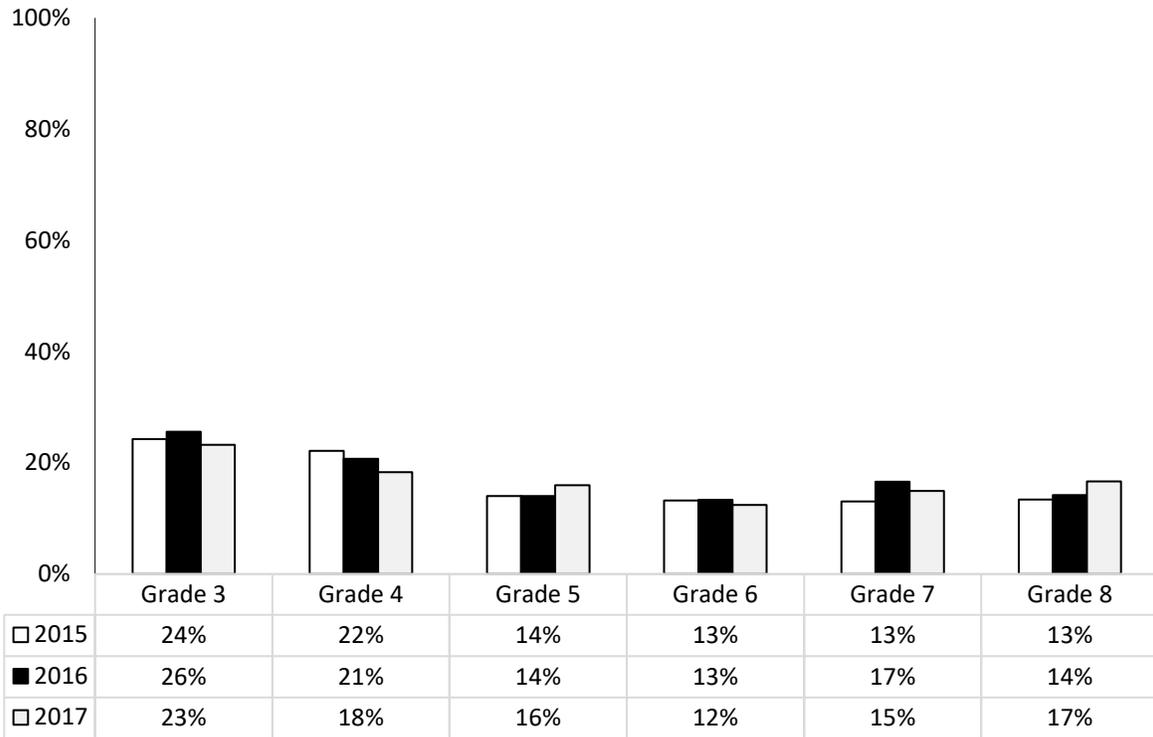
When examining the grade level ELA proficiency of non-Wilmington students, performance vacillates plus or minus 5 percentage points from 58%. The trends in proficiency rates observed between grade levels show students in grade 3 through 5 perform slightly higher than those in 6 through 8. The disparities in proficiency rates between Wilmington and non-Wilmington students reflect the same exaggerated low performance as was seen in the county, state, and Wilmington comparison.

Upon examining the performance levels of Wilmington students, proficiency rates were, at most half, of those found statewide and compared to non-Wilmington students. Proficiency rates range from 25–29% in 2017. Similar to the state trend, Wilmington students in grade 3 through 5 perform slightly higher than those in 6 through 8.

Student Proficiency in Math, Grade Level Disaggregated

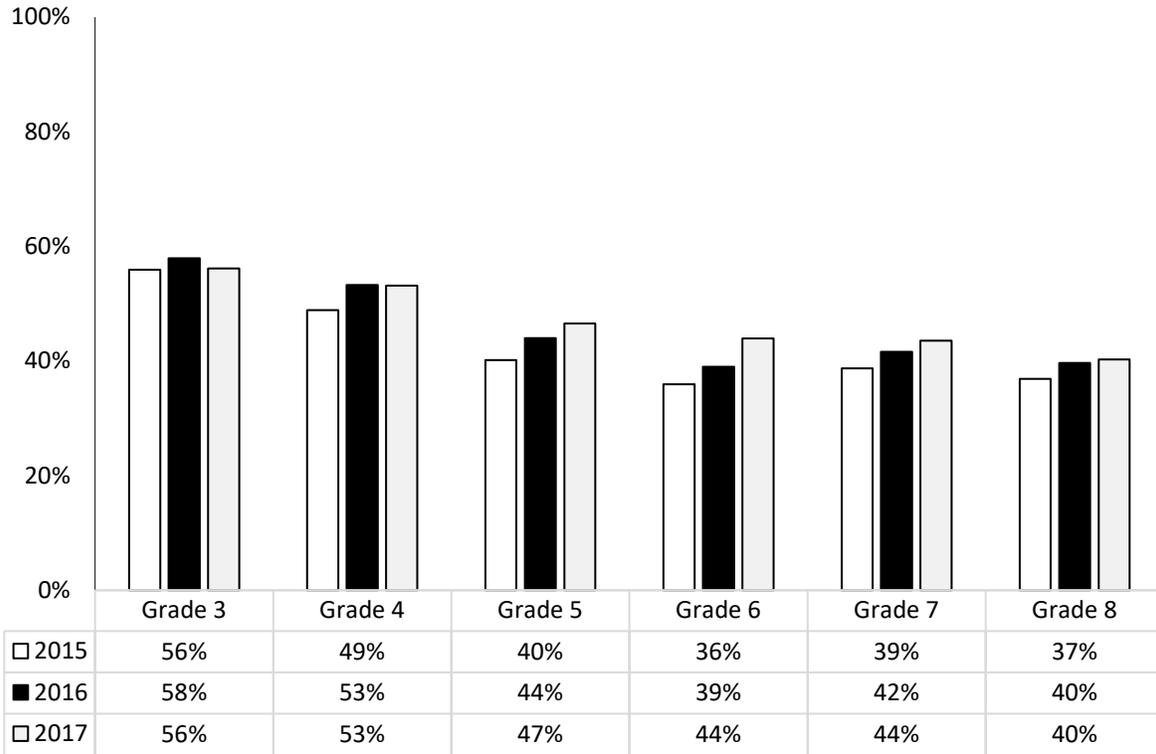
In this section, Figures Twenty-Four, Twenty-Five, and Twenty-Six examine student grade level proficiency in math for Wilmington students, non-Wilmington students, and a comparison of Wilmington and non-Wilmington students.

Figure Twenty-Four: Wilmington Student Proficiency in Math, All Wilmington Students, 2015–2017 (Grade Level Disaggregated)



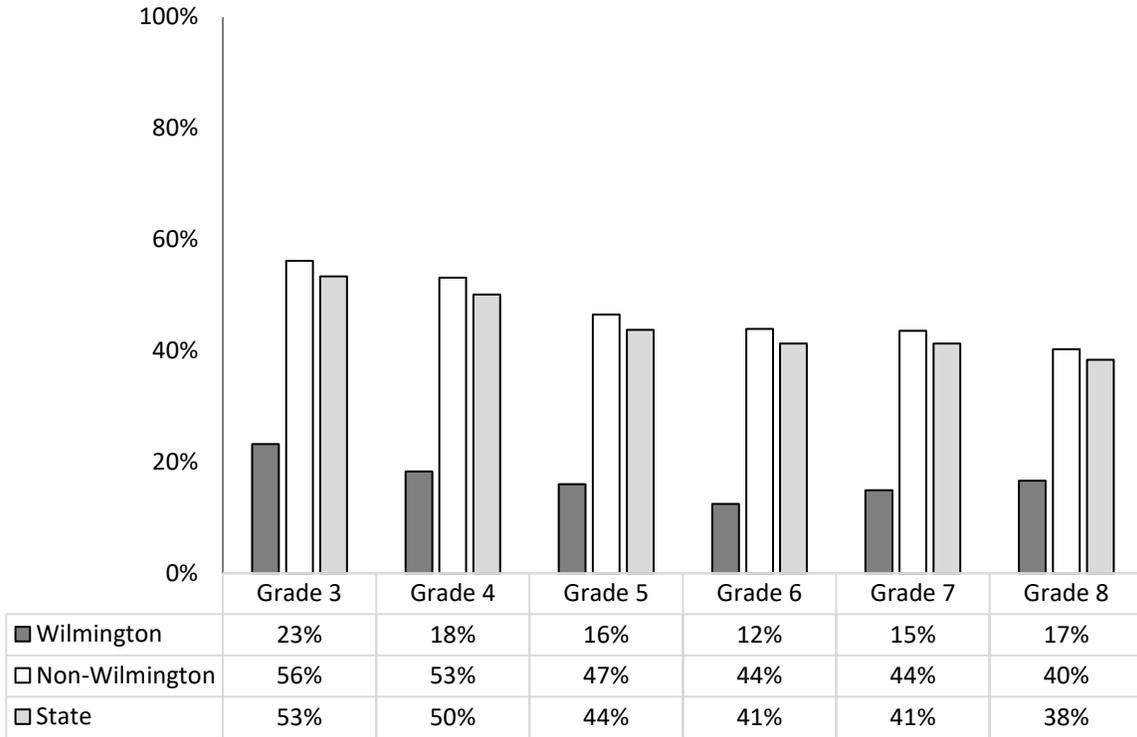
Source: Delaware Department of Education Data Set, 2017.

Figure Twenty-Five: Non-Wilmington Student Proficiency in Math, All Non-Wilmington Students, 2015–2017 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2017.

Figure Twenty-Six: Student Proficiency in Math, Wilmington and Non-Wilmington Students, 2016–17 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2017.

When examining grade level changes for non-Wilmington students, proficiency in math decreases each grade level. According to the data, the most notable decline in proficiency rate occurs between grades 4 and 5, decreasing 6 percentage point. The same trends hold true statewide.

While Wilmington students generally performed much lower than non-Wilmington students, Wilmington students contradicted the downward trends with an increase in performance from grade 7 to 8.

Students from Low-Income Families, Grade Level Disaggregated

Figures Twenty-Seven and Twenty-Eight compare student proficiency on ELA and math assessments for all students statewide to students categorized as low-income statewide and students categorized as low-income in the City of Wilmington.

Figure Twenty-Seven: Student Proficiency in ELA, Low-Income Students, 2016–17 (Grade Level Disaggregated)

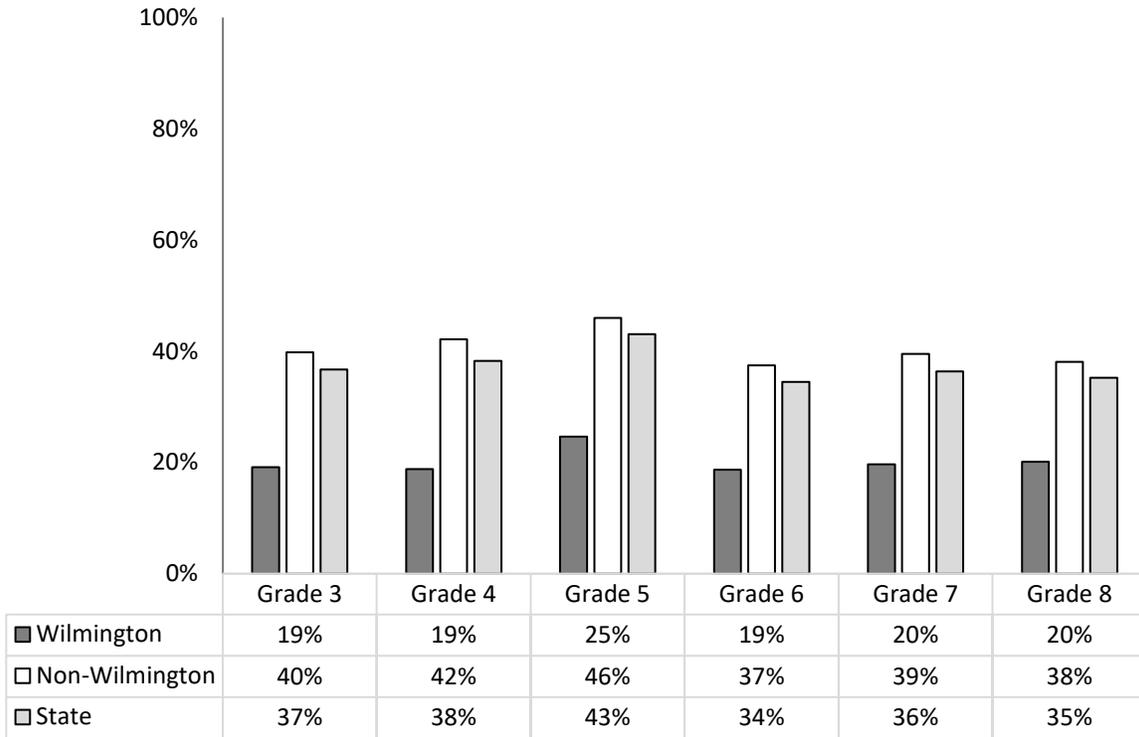
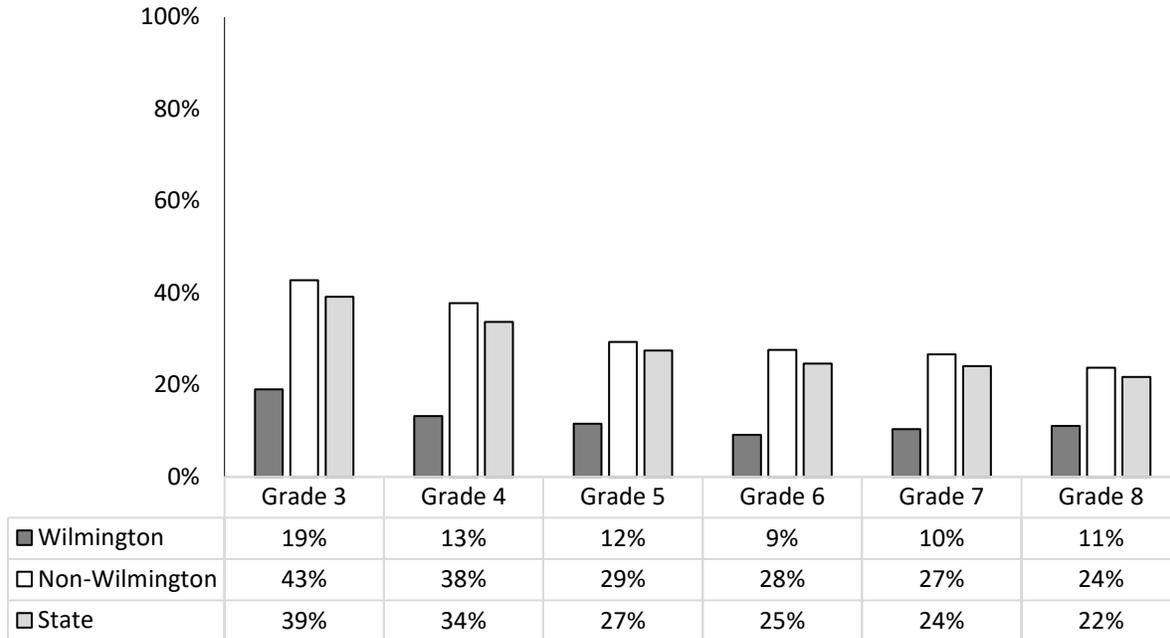


Figure Twenty-Eight: Student Proficiency in Math, Low-Income Students, 2016–17 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2017.

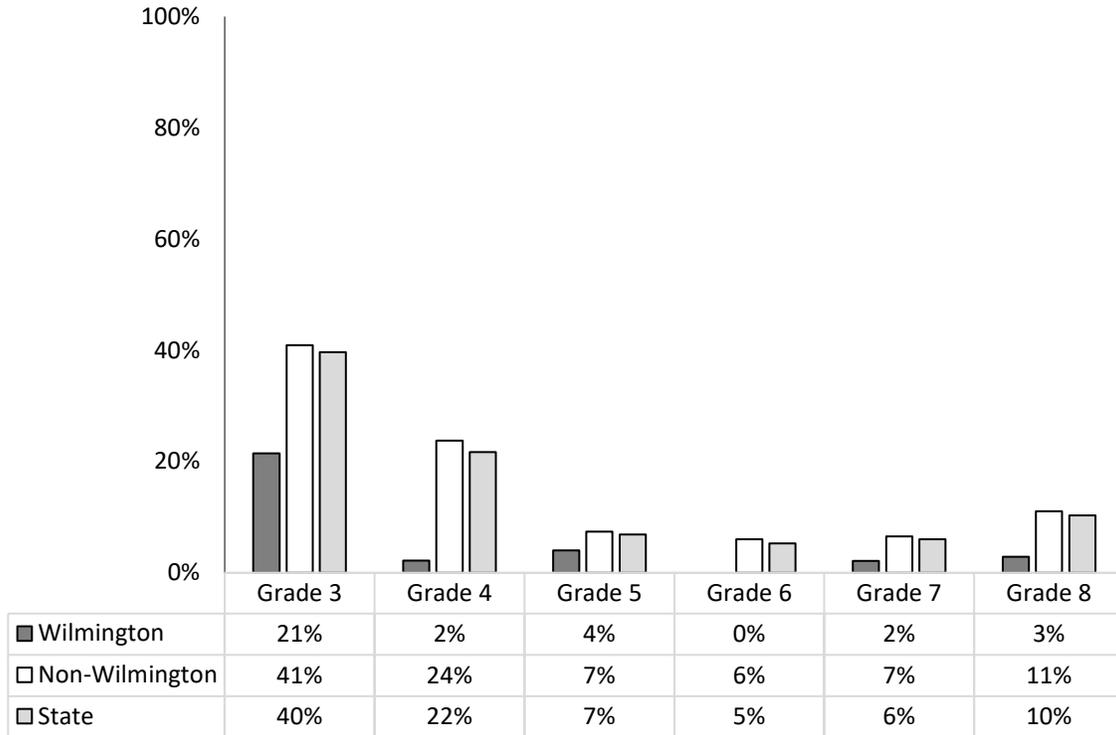
The same patterns of disparities were observed when comparing Wilmington, non-Wilmington, and state student proficiency rates in math and ELA among students of low-income families. Math scores were observed as trending steadily downward as grade level increases. Similarly, ELA student proficiency rates remained relatively consistent across grade levels with the most noticeable declines occurring after grade 5.

The most significant difference is between proficiency rates of low-income Wilmington students and low-income non-Wilmington students. There is also a gap in proficiency rates between low-income Wilmington and low-income students statewide, the gap is somewhat less pronounced (although the difference in proficiency rates still falls between 13 and 20 percentage points).

English Language Learners, Grade Level Disaggregated

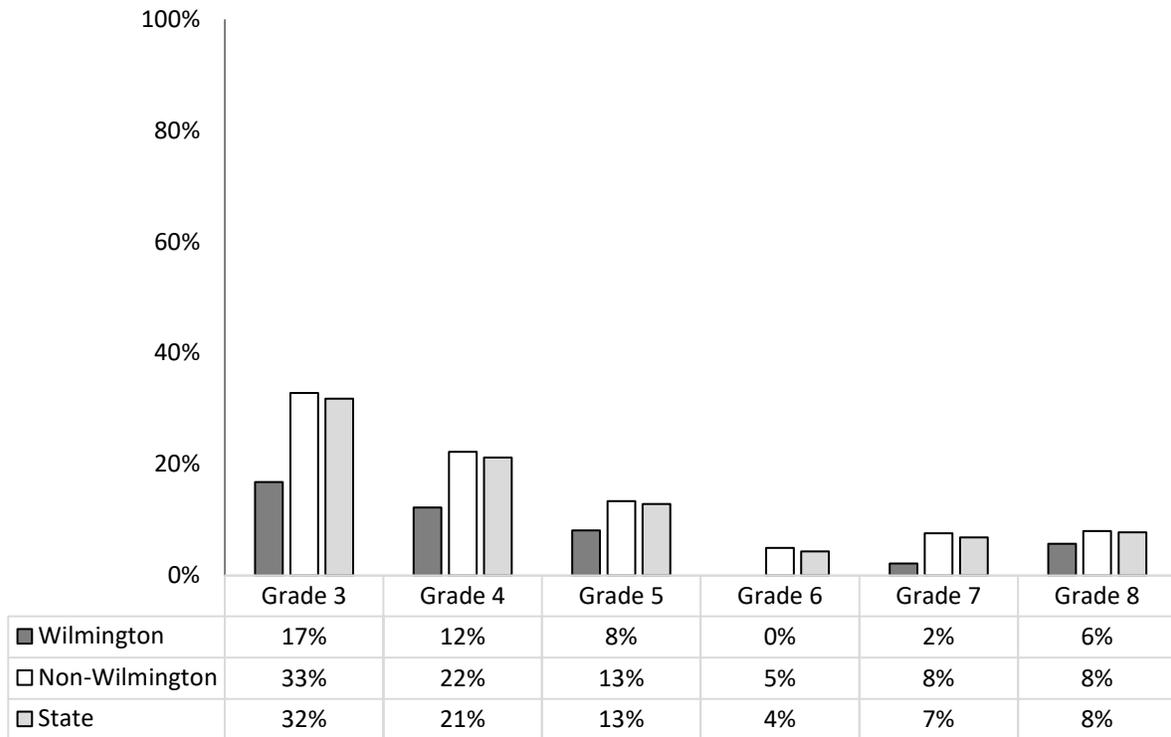
Figures Twenty-Nine and Thirty compare the proficiency on ELA and math assessments of all students to students categorized as English language learners (ELLs) statewide and students categorized as ELLs in the City of Wilmington.

Figure Twenty-Nine: Student Proficiency in Math, ELL Students, 2016–17 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2017.

Figure Thirty: Student Proficiency in ELA, ELL Students, 2016–17 (Grade Level Disaggregated)



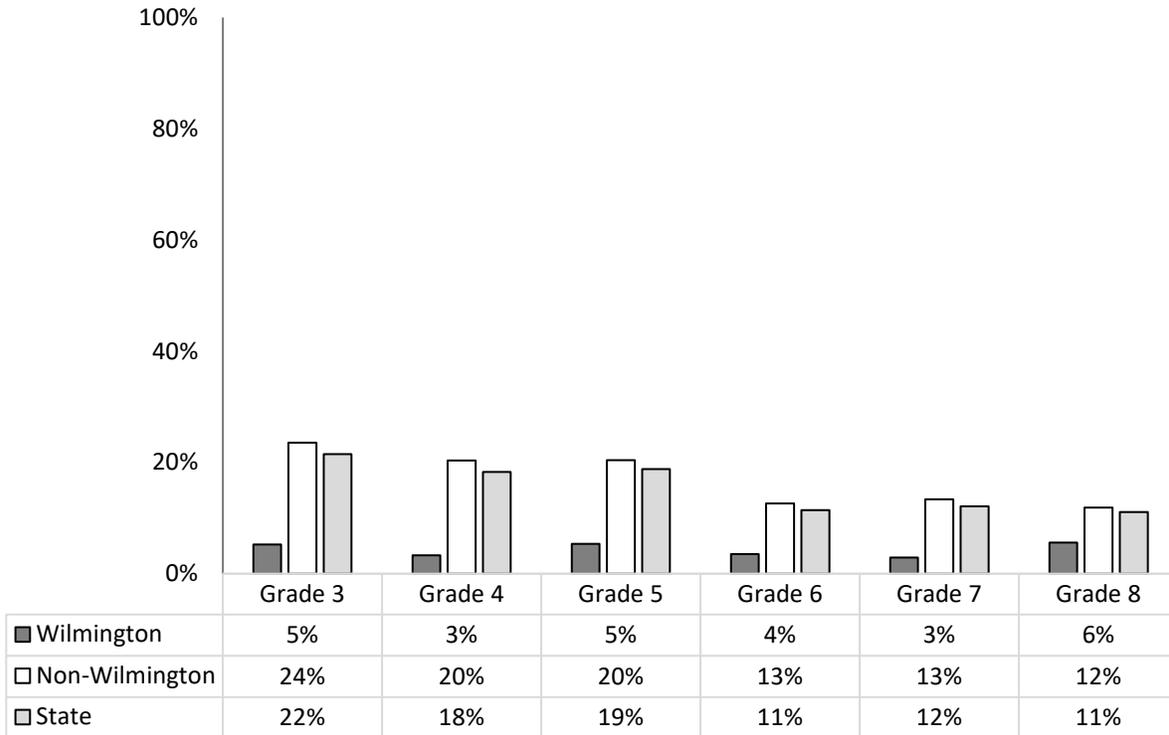
Source: Delaware Department of Education Data Set, 2017.

Unlike trends found among low-income students and students statewide, ELL students had sharp declines in proficiency rates as grade levels increased. This was true for both math and ELA proficiency rates among this group. The steepest decline was found to occur between grades 4 and 5, where observed proficiency rates among fifth grade ELL students would drop to half of observed rates of third grade ELL students. ELL students in grade 6 were determined to have the lowest rates of proficiency between grade groups in both math and ELA. Wilmington ELL students were also found to have markedly lower rates of student proficiency than their non-Wilmington counterparts.

Students with Disabilities

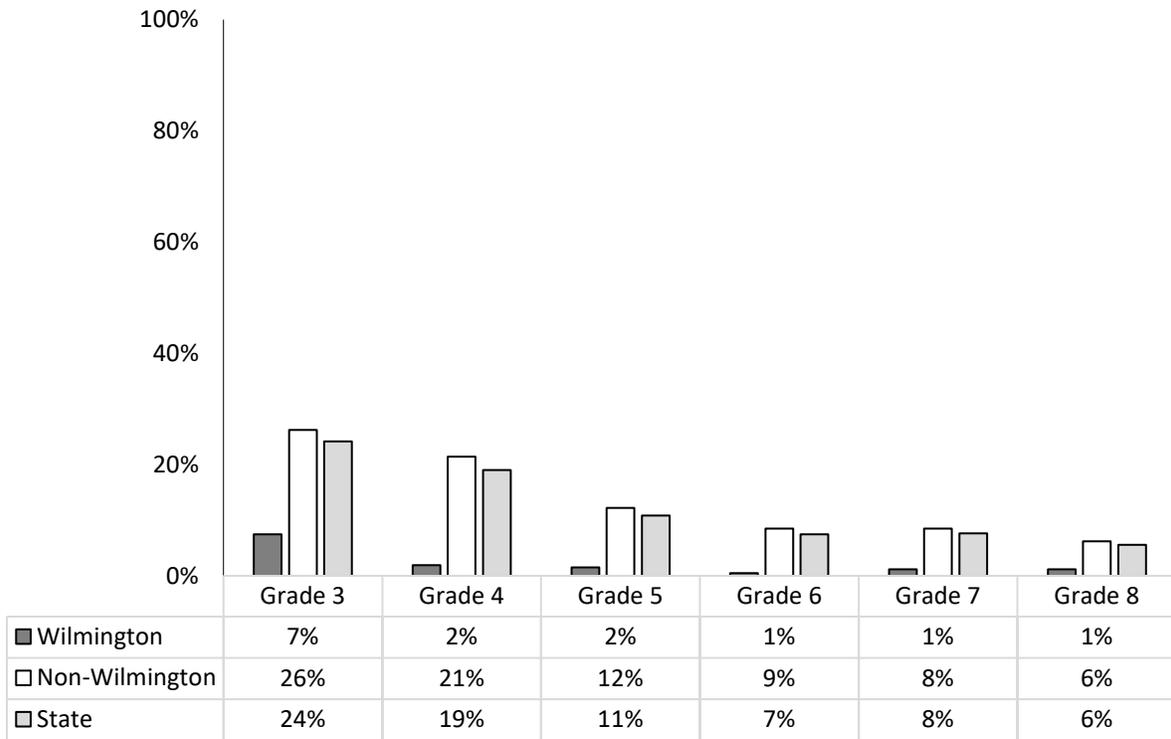
Figures Thirty-One and Thirty-Two compares the proficiency rates on ELA and math assessments of all students characterized as having disabilities. The students are grouped according to their status as Wilmington or Non-Wilmington students.

Figure Thirty-One: Student Proficiency in ELA, Students with Disabilities, 2016–17 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2017.

Figure Thirty-Two: Student Proficiency in Math, Student with Disabilities, Wilmington and Non-Wilmington, 2016–17 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2017.

Trends in student proficiency rates between grade levels among students with special needs were found to be similar to those seen among ELL students. This trend was found in such rates in both math and ELA. Unlike ELL students, however, the decline in proficiency was more gradual with grade level increase. The most significant decrease in proficiency rates was observed to take place at grade 5. Wilmington students with special needs were found to have markedly lower rates of student proficiency than their non-Wilmington counterparts, with grade levels 4–8 showing rates of proficiency at 2% or less in math, and all grades showing proficiency rates of 6% or less in ELA.

Section III: SAT Scores

Student SAT Scores

The SAT measures the skills and knowledge important for success in college and career. It includes Evidence-Based Reading and Writing (ERW) and math sections. The ERW section is composed of a Reading Test and a Writing and Language Test. The math section assesses skills in algebra, problem solving and data analysis, manipulation of complex equations, geometry, and trigonometry.

SAT Scoring

On the SAT, students receive a total score that is the sum of their scores on the two sections (math and ERW). The optional SAT Essay is scored separately. Each section receives a scaled score of 200 to 800, to adjust for slight differences in difficulty among versions of the test, which is consistent across different versions.

Scoring and Implications

On January 6, 2016, the Delaware Department of Education (DDOE) announced the SAT assessment would replace the Smarter Balanced Assessment Consortium (SBAC) in grade 11 as Delaware’s state assessment. The change originated at the request of legislators as the state continued to look for ways to reduce testing time, particularly for eleventh grade students who were taking both the Delaware state-funded SAT School Day assessment, as well as the eleventh grade SBAC. The spring of 2017 marked the second year of administering the redesigned SAT assessment in high school.⁵

Using the College Board’s benchmarks for the ERW and math section, DDOE established achievement Levels 1 to 4 to report student performance on the ERW and math sections of the SAT in conjunction with the assessment scores. DDOE delineates the four achievement levels in each content area based on the 200–800 scale, as described in Table Ten.

⁵ <https://www.doe.k12.de.us/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=20&ViewID=047E6BE3-6D87-4130-8424-D8E4E9ED6C2A&RenderLoc=0&FlexDataID=15995&PageID=1>

Table Ten: Delaware Department of Education Achievement Levels

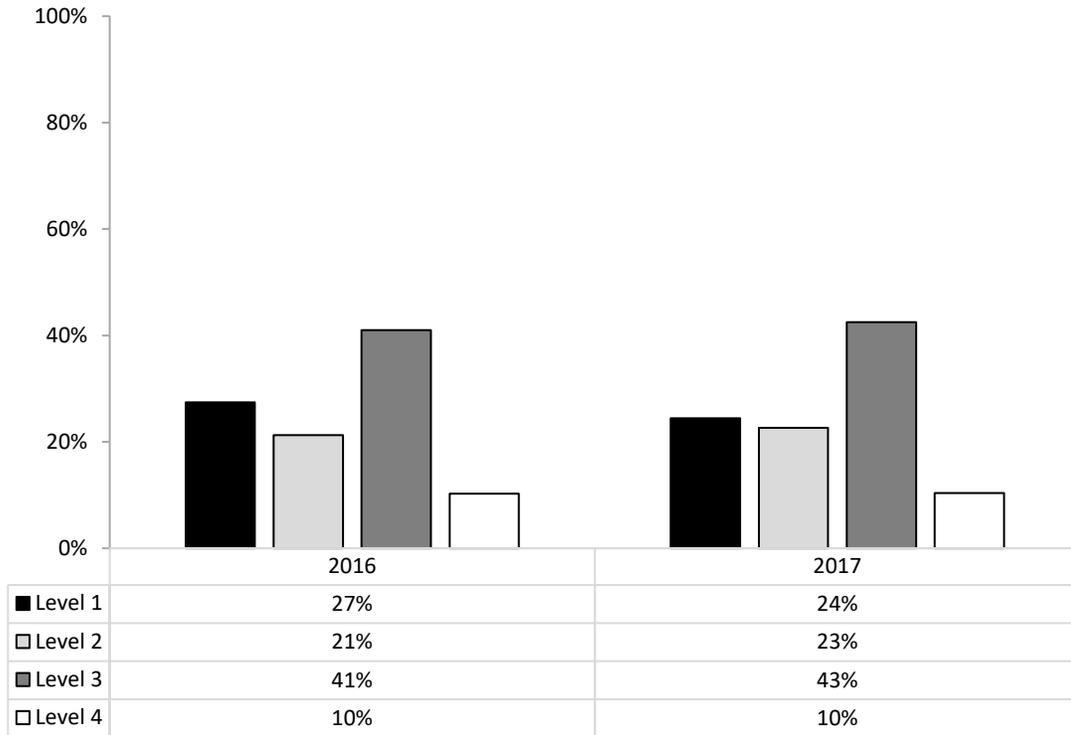
Level	Definition	ERW Benchmarks	Math Benchmarks
Level 1	The level 1 student has not met the achievement level and demonstrates a minimal understanding of the knowledge and skills needed for college and career readiness and achievement relative to the content standards.	200–410	200–410
Level 2	The level 2 student partially meets the achievement level and demonstrates an incomplete understanding of the knowledge and skills needed for college and career readiness and achievement relative to the content standards.	420–470	420–520
Level 3	The level 3 student has exceeded the achievement level and demonstrates an adequate understanding of the knowledge and skills needed for college and career readiness and achievement relative to the content standards.	480–620	530–640
Level 4	The level 4 student has exceeded the achievement level and demonstrates a thorough understanding of the knowledge and skills needed for college and career readiness and achievement relative to the content standards.	630–800	650–800

The following sections use the college and career benchmarks and achievement levels established by DDOE to examine student performance on the SAT.

Statewide SAT Performance

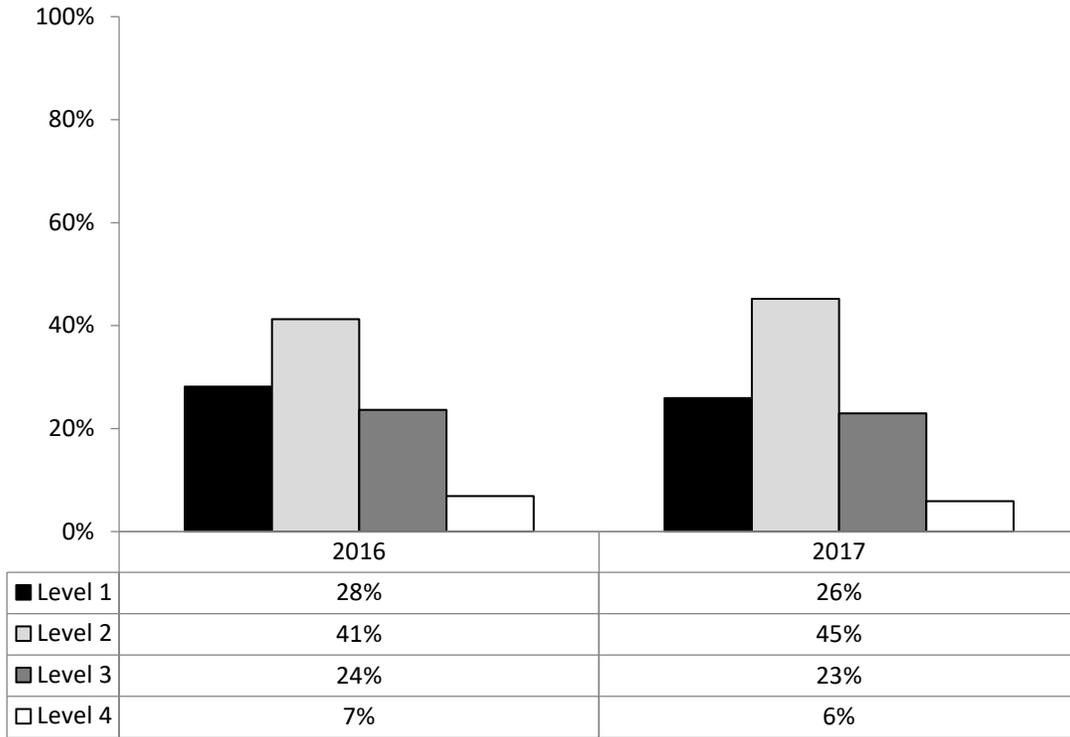
In this section, Figures Thirty-Three and Thirty-Four show the percent of students at each achievement level on the ERW and math sections statewide. Figures Thirty-Five and Thirty-Six show the demographic breakdown of student SAT scores in ERW and math statewide.

Figure Thirty-Three: Student SAT Achievement Levels, ERW Section, All Students, 2016–2017



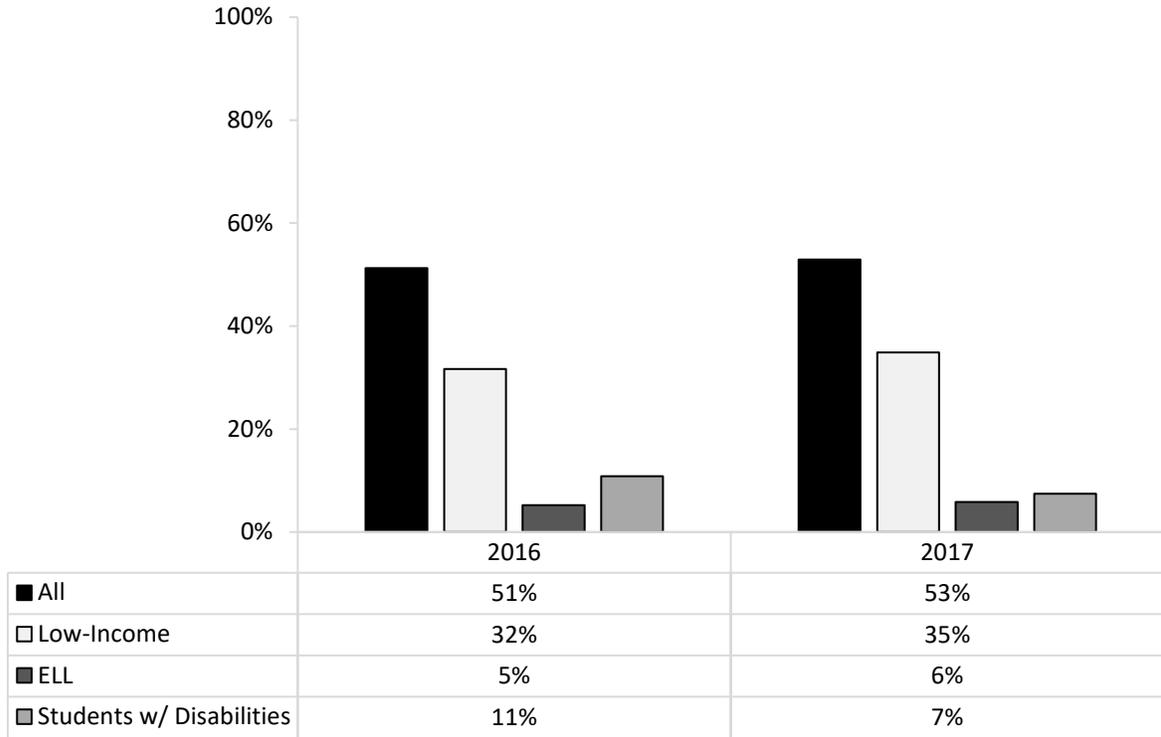
Source: Delaware Department of Education Data Set, 2017.

Figure Thirty-Four: Student SAT Achievement Levels, Math Section, All Students, 2016–2017



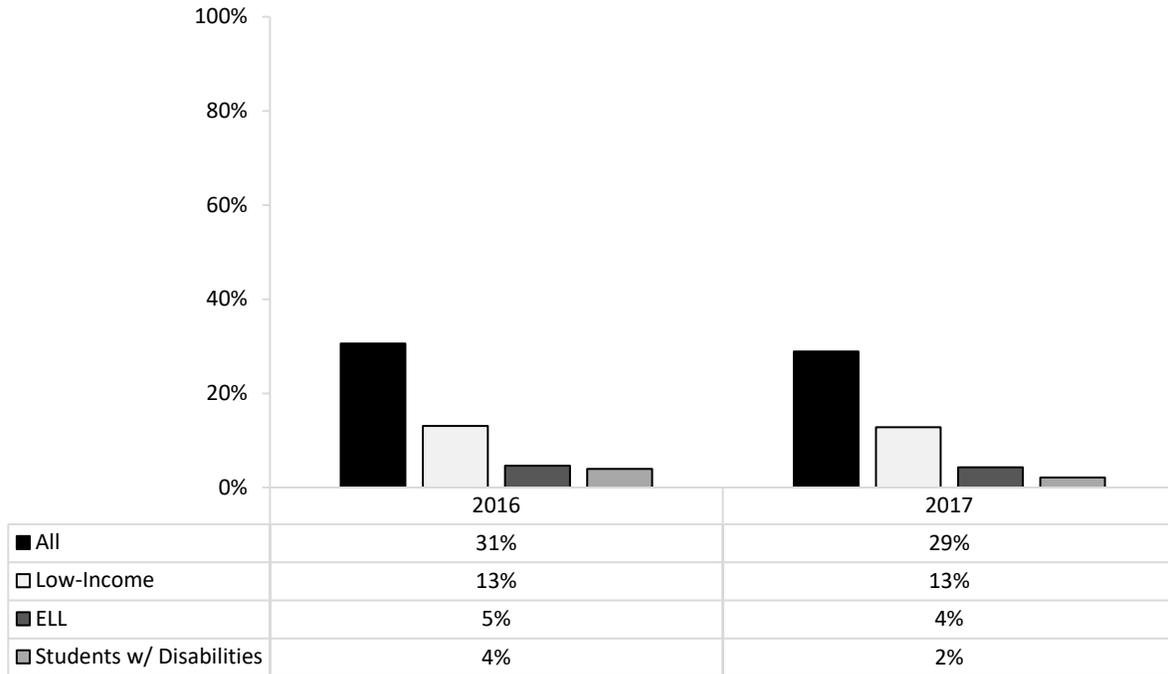
Source: Delaware Department of Education Data Set, 2017.

Figure Thirty-Five: Students Meeting SAT Benchmarks, ERW Section, Statewide, All Students Demographic Breakdown, 2016–2017



Source: Delaware Department of Education Data Set, 2017.

Figure Thirty-Six: Student SAT Score in Math, Statewide, All Students Demographic Breakdown, 2016–2017



Source: Delaware Department of Education Data Set, 2017.

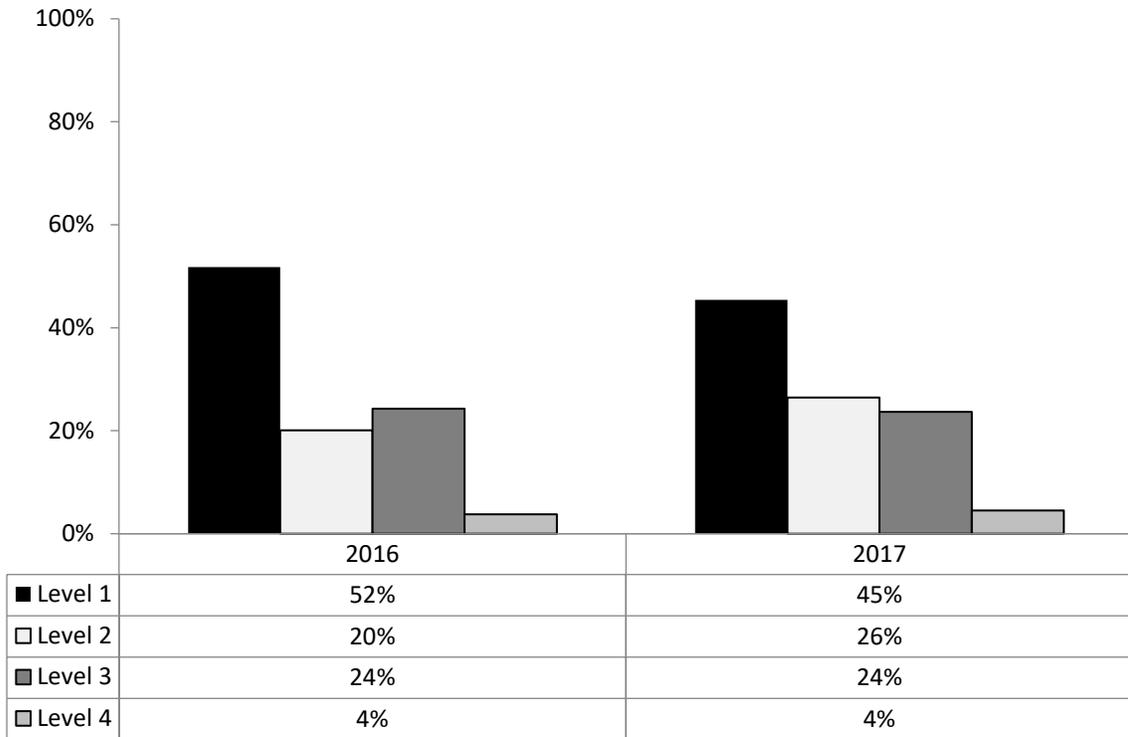
On average, students across the state of Delaware fell short of the prescribed college and career readiness benchmarks in both the math and ERW Sections of the SAT during the 2016–17 testing cycle. The proficiency of students statewide on the ERW section of the SAT increased 2 percentage points while the proficiency of students statewide on the math section decreased 2 percentage points from 2015–16 to 2016–17.

In the 2015–16 to 2016–17 school year, across demographic groups, ELL students had the lowest rates of proficiency in ERW, between 5 and 6%. Students with disabilities were found to have the lowest proficiency rates on the math section, between 2 and 4%. Students from low-income families were the only demographic subgroup that saw no change in proficiency rates in math between the 2015–16 and 2016–17 academic years, the rate remained 13%. Rates of proficiency on the math section statewide dropped by two percentage points in the same period, from 31% to 29%. The proficiency rates of all students in the state on the ERW section increased by two percentage points between the 2015–16 and 2016–17 academic years, from 51% to 53%. ELL and low-income students across the state saw slight increases in ERW proficiency rates between 2015–16 and 2016–17, while students with disabilities were found to meet college and career readiness benchmarks at a slightly lower rate. On the mathematics section, students with disabilities have the lowest rates of proficiency among the demographic subgroups examined, and scores on the section declined between the 2015–16 and 2016–17 academic years.

ERW SAT Performance

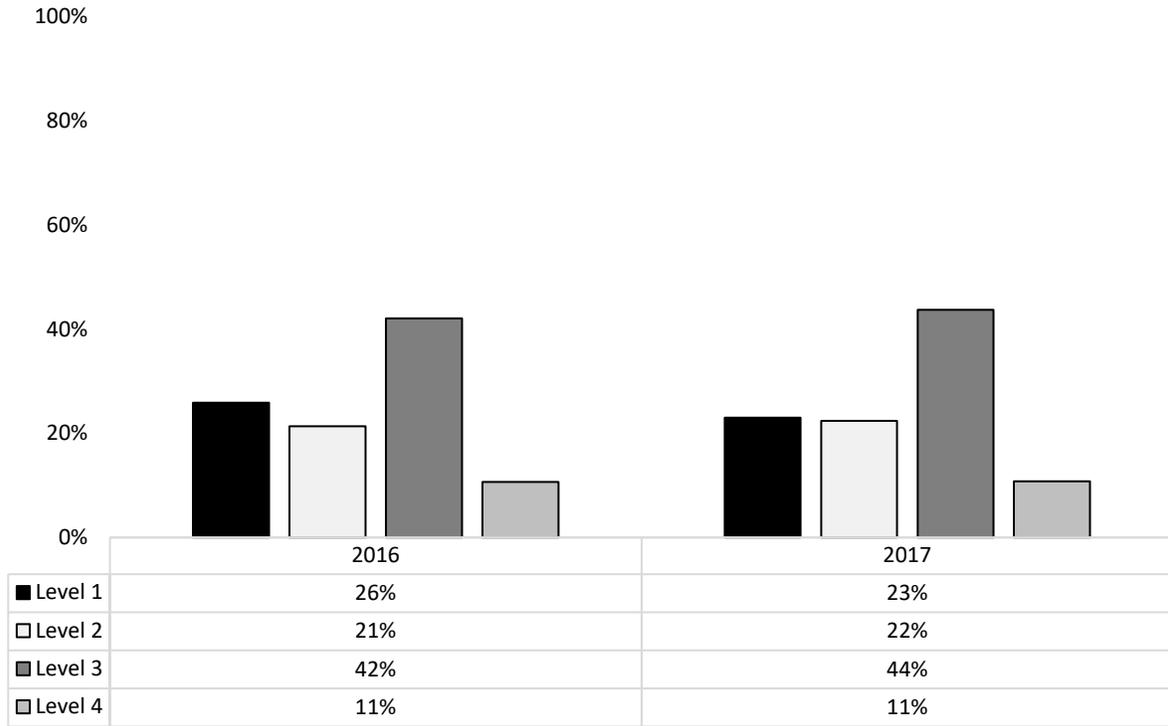
In this section, Figures Thirty-Seven, Thirty-Eight, and Thirty-Nine examine student achievement on the ERW section of the SAT for Wilmington students and non-Wilmington students and provides a comparison of Wilmington and non-Wilmington student achievement.

Figure Thirty-Seven: Student SAT Achievement Levels, ERW Section, All Wilmington Students, 2016–2017



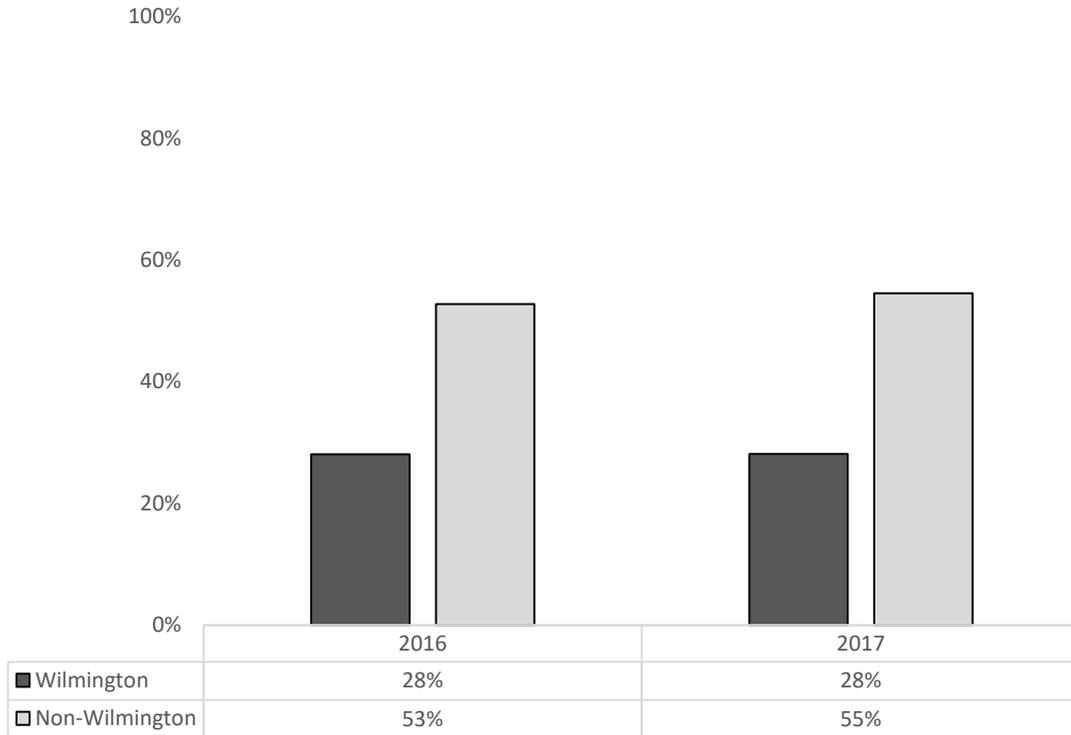
Source: Delaware Department of Education Data Set, 2017.

Figure Thirty-Eight: Student SAT Achievement Levels, ERW Section, Non-Wilmington Students, 2016–2017



Source: Delaware Department of Education Data Set, 2017.

Figure Thirty-Nine: Students Meeting SAT Benchmarks, ERW Section, Wilmington and Non-Wilmington Students, 2016–2017



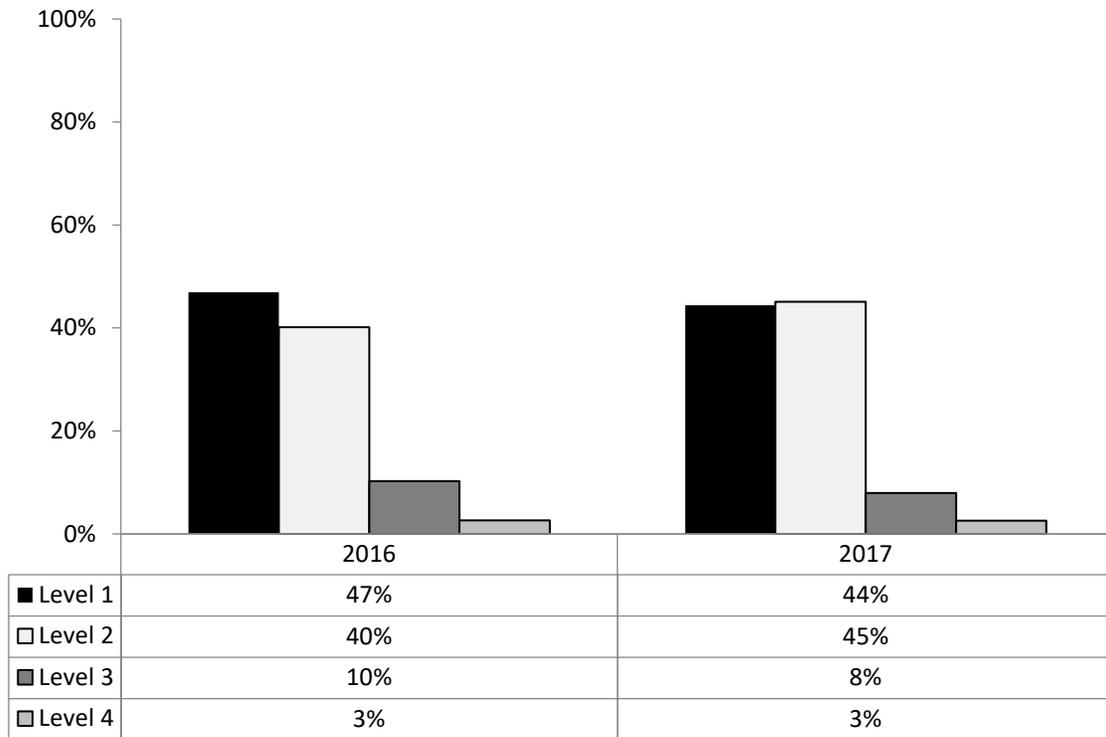
Source: Delaware Department of Education Data Set, 2017.

When examining Wilmington student proficiency, much like previous comparisons between proficiency rates of Wilmington students and non-Wilmington students, Wilmington students performed at much lower rates. In the 2015–16 and 2016–17 testing cycles, only 28% of Wilmington students met or exceeded achievement levels on the ERW section of the SAT compared to non-Wilmington students who displayed 53% proficiency with a 2 percentage point increase in the 2016–17 testing cycle. Non-Wilmington students perform nearly twice as proficient on the ERW section of the SAT than that of Wilmington students.

Math SAT Performance

In this section, Figures Forty, Forty-One, and Forty-Two examine the percentage of students meeting each standard on the math section of the SAT for Wilmington students and non-Wilmington students and provides a comparison of Wilmington and non-Wilmington student achievement.

Figure Forty: Student SAT Achievement Levels, Math Section, All Wilmington Students, 2016–2017



Source: Delaware Department of Education Data Set, 2017.

Figure Forty-One: Student SAT Achievement Levels, Math Section, Non-Wilmington Students, 2016–2017

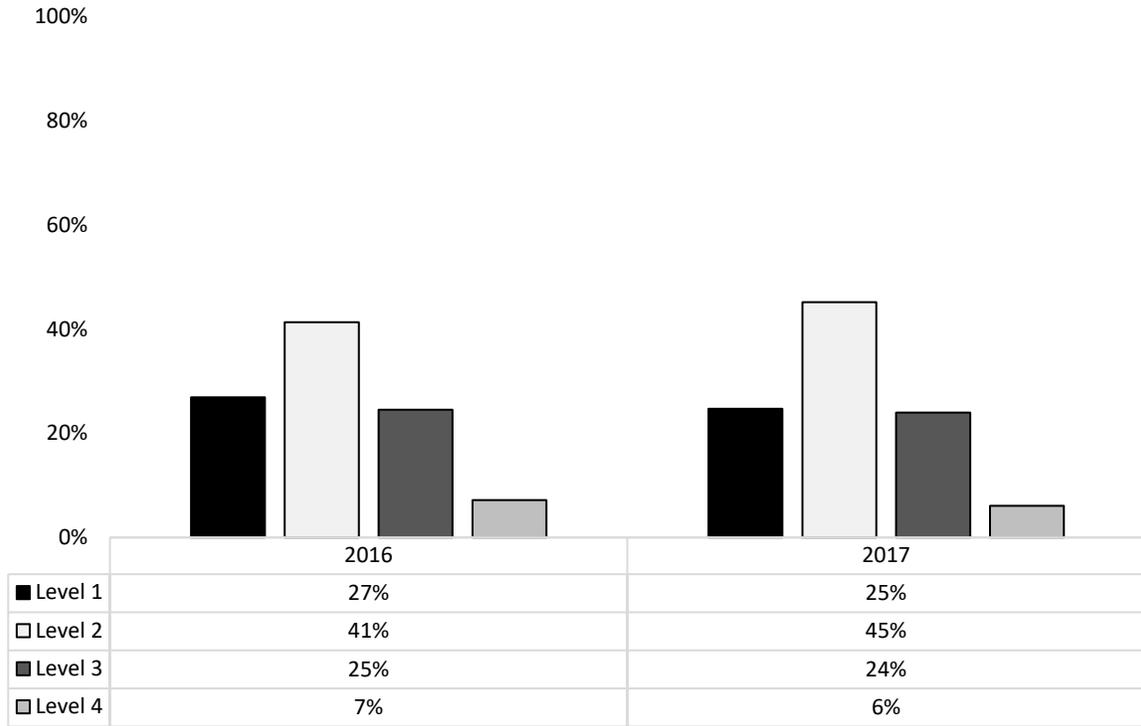
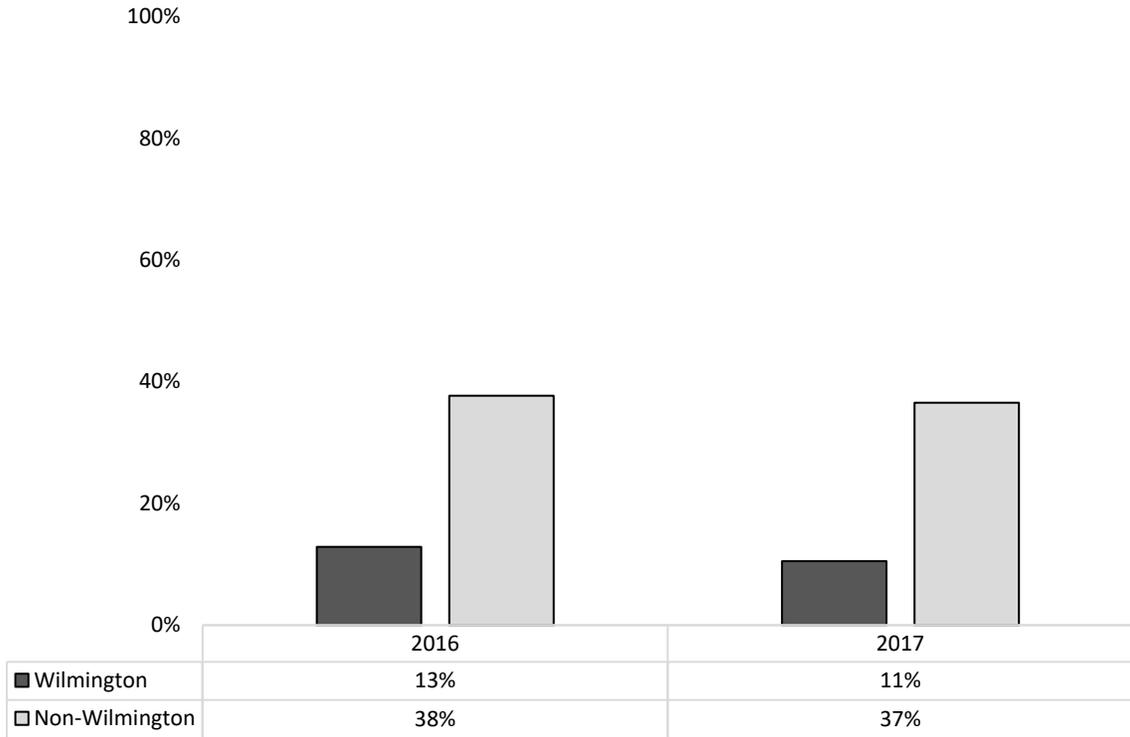


Figure Forty-Two: Students Meeting SAT Benchmarks, Math Section, Wilmington and Non-Wilmington Students, 2016–2017



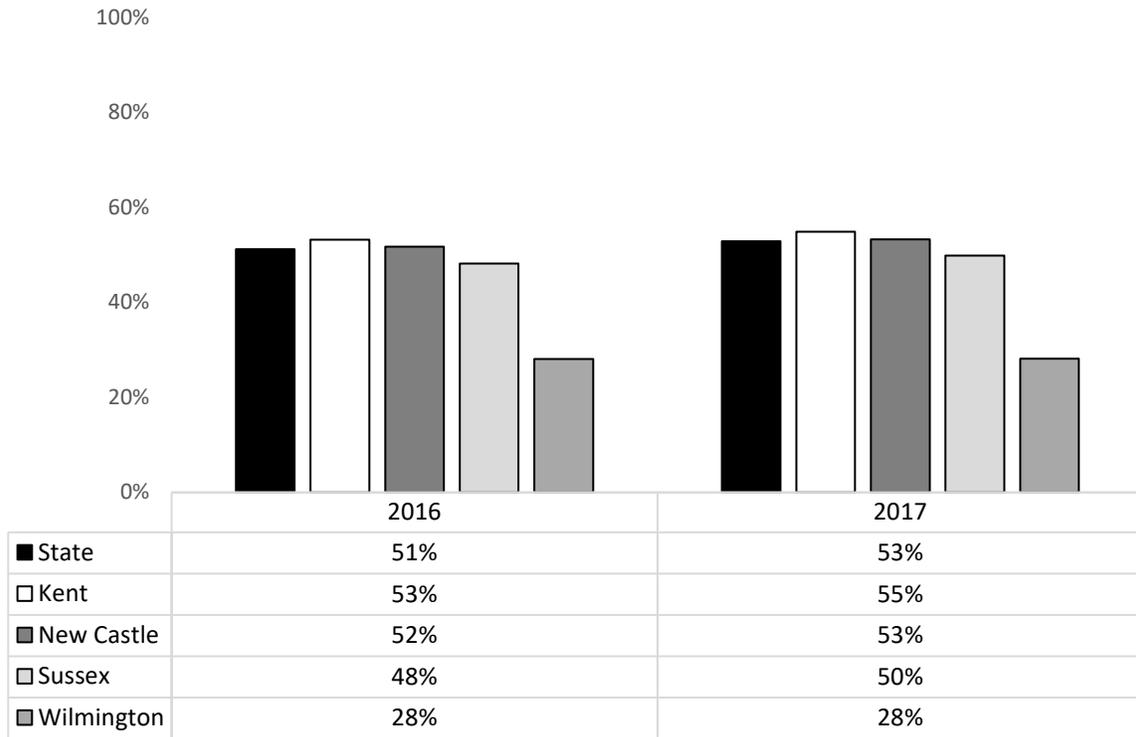
Source: Delaware Department of Education Data Set, 2017.

In general, students statewide scored lower on the math section of the SAT than the ERW section. Students in Wilmington taking the SAT, on average, had scores that were noticeably low. The average score of Wilmington students were also well below prescribed college and career readiness benchmarks. In the 2015–16 testing cycle only 13% of Wilmington students met or exceeded achievement levels on the math section of the SAT, which decreased to 11% in the 2016–17 testing cycle. Non-Wilmington proficiency scores also decreased between the 2015–16 and 2016–17 testing cycles; however, non-Wilmington students performed three times better on the math section of the SAT.

County Comparison

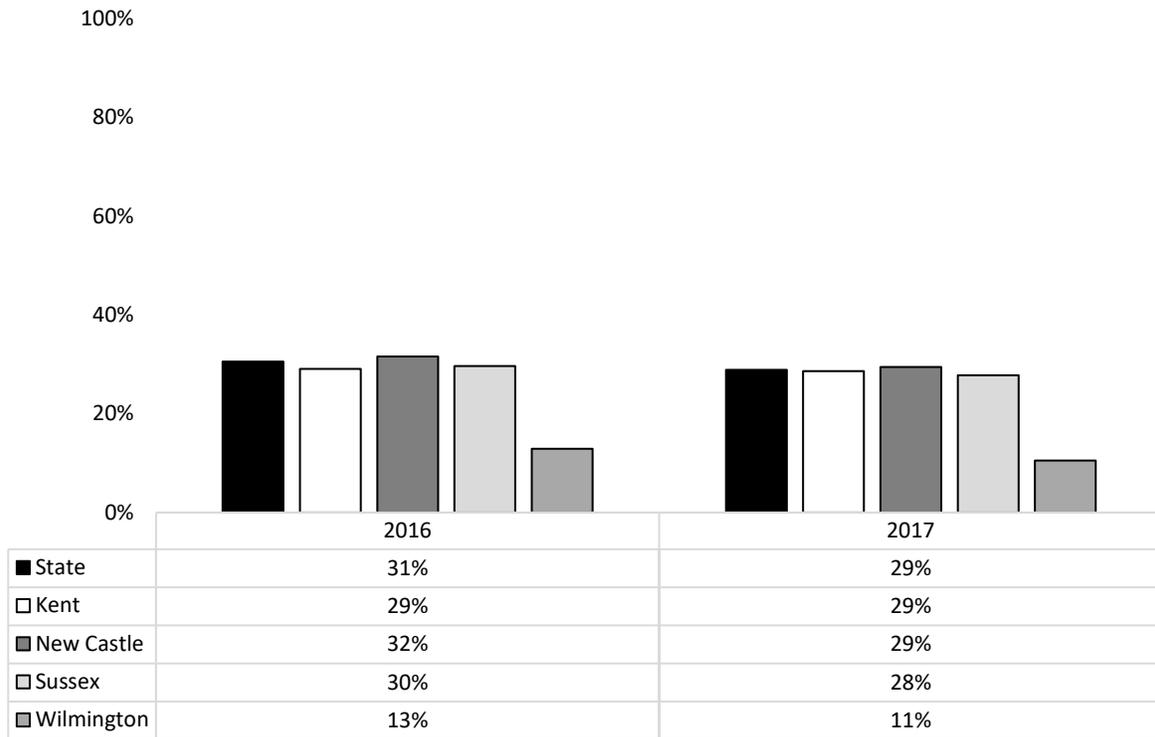
In this section, Figure Forty-Three shows the county comparisons for SAT Benchmarks in the ERW section. Figure Forty-Four shows the county comparisons for SAT Benchmarks in the math section.

Figure Forty-Three: Students Meeting SAT Benchmarks, ERW Section, All Students, 2016–2017



Source: Delaware Department of Education Data Set, 2017.

Figure Forty-Four: Students Meeting SAT Benchmarks, Math Section, All Students, 2016–2017



Source: Delaware Department of Education Data Set, 2017.

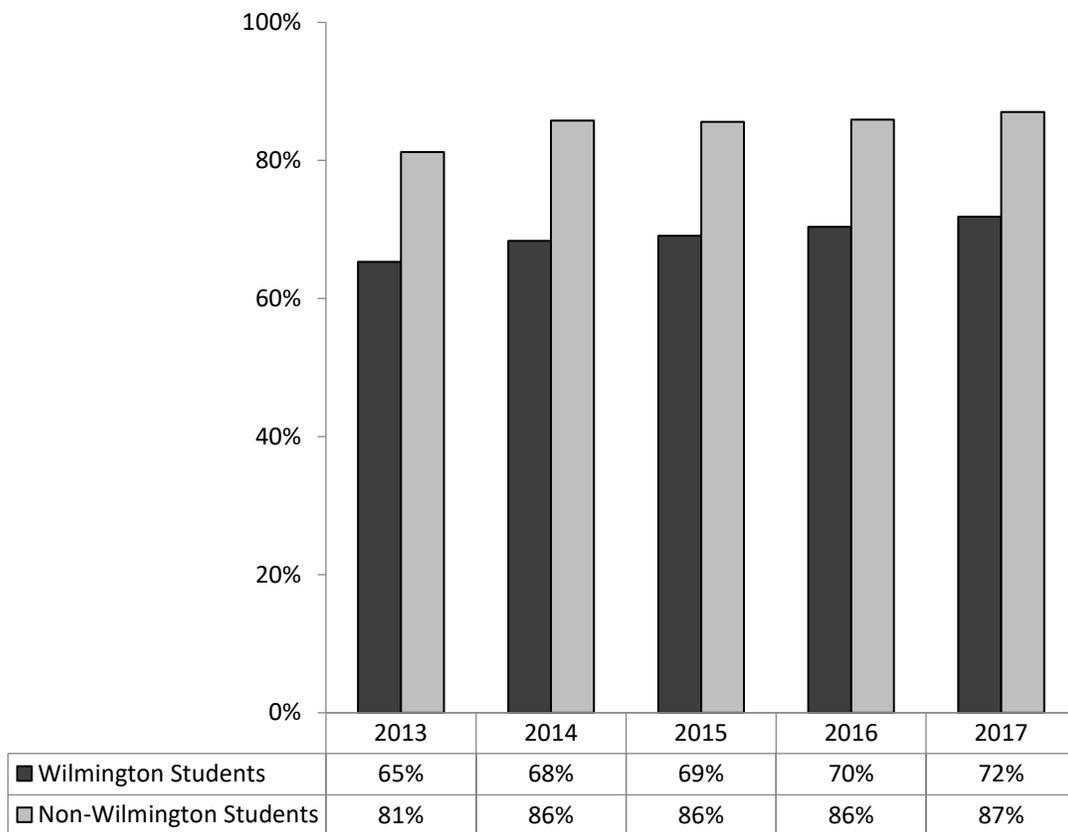
County comparisons of average ERW Section scores between students in Delaware’s three counties found that little change in proficiency rates occurred between 2015–16 and 2016–17 testing cycles. In 2016–17, students in Kent and New Castle Counties were found to have relatively similar proficiency rates, while the rates at which students in Sussex met prescribed benchmarks was two to five percentage points lower than their Kent and New Castle counterparts.

When comparing performance of students on the math section of the SAT, it was found that students in New Castle County, the state’s most populous county, had the highest rates of proficiency in the 2015–16 testing cycle. Students in Kent and Sussex Counties met college and career readiness benchmarks at rates that were only slightly below that of the state in the 2015–16 testing cycle. The 2016–17 testing cycle saw a slight decline in the rates at which students met SAT benchmarks statewide. Rates of proficiency were found to be relatively equal among students statewide in the 2016–17 cycle, with the sharpest decline in proficiency rates occurring in New Castle County.

Section IV: Graduation Rates

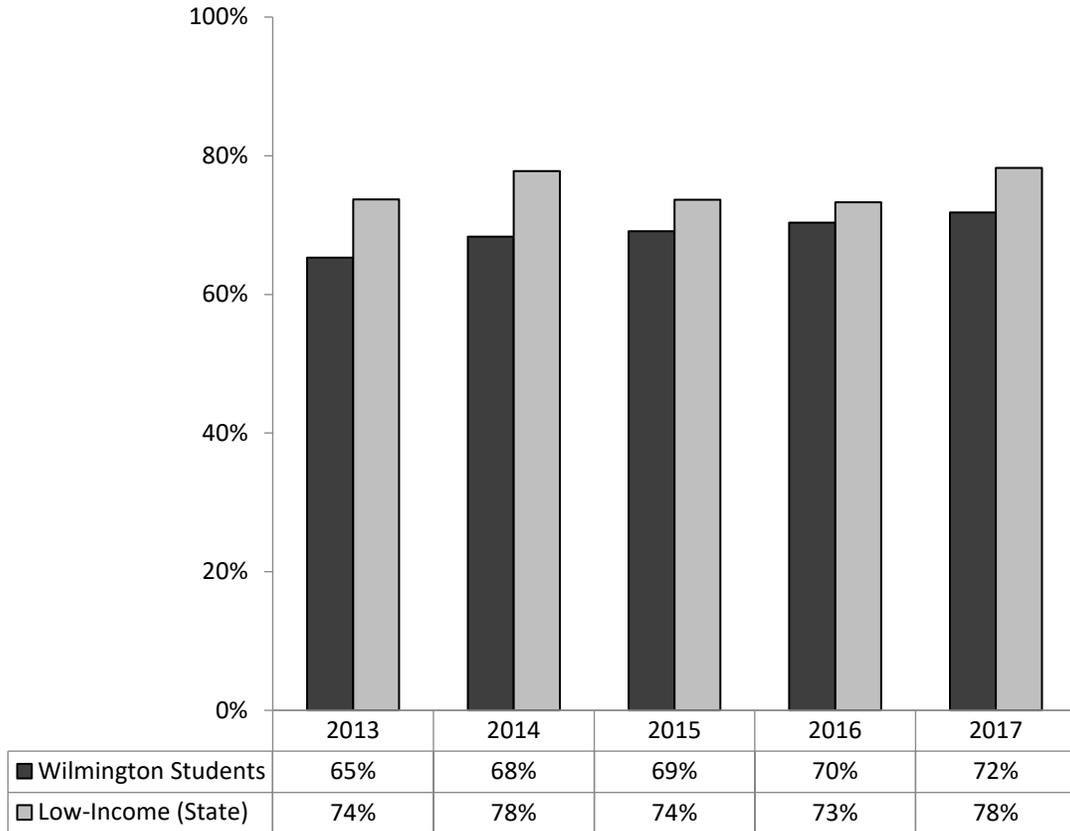
Another indicator of student success is the rate of school completion among students within classes, or cohorts. The ESEA and US DOE define graduation rate as being the “percentage of students who graduate from secondary school with a regular diploma in the standard number of years.” Cohort, for the purposes of this report, is defined as the collective of students entering ninth grade expected to graduate after completing four years of academic coursework. Cohorts are referenced as being classes of a given year. Graduation data are adjusted to include students who transferred and moved into a cohort and to exclude students that leave a cohort. This section examines the graduation rates for Wilmington students, non-Wilmington students, and students from low-income families statewide.

Figure Forty-Five: High-School Graduation Rates, Wilmington Students and Non-Wilmington Students Comparison, 2013–17



Source: Delaware Department of Education Data Set, 2017.

Figure Forty-Six: High-School Graduation Rates, Delaware Low-Income Students and Wilmington Students Comparison, 2013–17



Source: Delaware Department of Education Data Set, 2017.

While graduation rates for all Delaware students have increased gradually between 2013 and 2017, there is still a considerable disparity between Wilmington students and their counterparts that live and attend schools outside of the city. When examining the non-Wilmington rates from 2013 through 2017 compared to those of Wilmington high school students, the differences remained relatively consistent over the five-year period. Graduation rate comparisons between Wilmington and non-Wilmington students found that rates for students of the City of Wilmington were lower than those of non-Wilmington students. When comparing Wilmington students to students from low-income families across the state, the rates of Wilmington students graduating are lower than students from low-income families statewide.

Section V: Conclusion and Key Findings

Despite statewide improvements in some areas, the overall trends remain the same as previously reported by the Commission: Wilmington students are behind their peers on virtually every indicator of student success, including academic performance. While some schools may serve most students well, students from the city as a whole continue to lag behind their peers.

- Approximately 26% of Wilmington students compared to 56% of non-Wilmington students met or exceeded state standards on the 2017 English Language Arts (ELA) Smarter Balanced Assessment. This is an overall 1% decrease in performance of both Wilmington and non-Wilmington students from the previous year.
- Approximately 17% of Wilmington students compared to 48% of non-Wilmington students met or exceeded state standards on the 2017 math Smarter Balanced Assessment. Performance of Wilmington students remained unchanged; however, the performance of non-Wilmington student increase by two percentage points from the previous year.
- In grade disaggregated comparisons, many of the same trends found between Wilmington and non-Wilmington students remained true. On ELA tests, there was a noticeable decline in proficiency rates from fifth to sixth grade. On math exams, proficiency rates among all students considered declined from third to sixth grade, followed by slight increases in proficiency rates among seventh- and eighth-grade students.
- Approximately 28% of Wilmington students, compared to 55% of non-Wilmington students met or exceeded college and career readiness benchmarks in Evidence-Based Reading and Writing (ERW) on the SAT in 2017. Wilmington students had the same rate of proficiency in 2016.
- Approximately 11% of Wilmington students, compared to 32% of non-Wilmington students met or exceeded college and career readiness benchmarks in math on the SAT in 2017. Wilmington students had the similar rates of proficiency in 2016, with a marginal decrease of 2%.

The Commission believes that these trends, for the most part, are not the result of the performance of any school, but a result of the overall public education system's inability to effectively address the educational needs of the students living in severe poverty. The delivery of public education in Wilmington lacks coherent governance, struggles with inadequate school resources to meet student needs, and fails to provide and coordinate the in- and out-of-school services and community resources needed to address the needs of students in poverty. The Commission has proposed actions to address each of these critical challenges and will continue to report annually on Wilmington student outcomes.

Appendix A

District	City	County
Kent County		
Traditional Public Districts		
Caesar Rodney School District	Wyoming	Kent
Capital School District	Dover	Kent
Lake Forest School District	Felton	Kent
Milford School District	Milford	Kent
Smyrna School District	Smyrna	Kent
Polytech School District	Woodside	Kent
Charter Schools		
Positive Outcomes Charter School	Camden	Kent
Campus Community Charter School	Dover	Kent
Academy of Dover Charter School	Dover	Kent
Providence Creek Academy Charter School	Clayton	Kent
Early College High School at Delaware State University	Clayton	Kent
First State Military Academy	Dover	Kent
New Castle County		
Traditional Public Districts		
Appoquinimink School District	Odessa	New Castle
Brandywine School District	Claymont	New Castle
Red Clay Consolidated School District	Wilmington	New Castle
Christina School District	Wilmington	New Castle
Colonial School District	New Castle	New Castle
New Castle County Vo-Tech School District	Wilmington	New Castle
Charter Schools		
Delaware College Preparatory Academy	Wilmington	New Castle
Prestige Academy	Wilmington	New Castle
Delaware Academy of Public Safety and Security	Newark	New Castle
Las Américas ASPIRA Academy	Wilmington	New Castle
Charter School of Wilmington	Wilmington	New Castle
East Side Charter School	Wilmington	New Castle
Reach Academy for Girls	Claymont	New Castle
Moyer (Maurice J.) Academy	Wilmington	New Castle
Edison (Thomas A.) Charter School	Wilmington	New Castle
Delaware Military Academy	Wilmington	New Castle
Family Foundations Academy	New Castle	New Castle
Kuumba Academy Charter School	Wilmington	New Castle
Odyssey Charter School	Wilmington	New Castle
MOT Charter School	Middletown	New Castle

District	City	County
Charter Schools, cont.		
Newark Charter School	Newark	New Castle
Gateway Lab School	Wilmington	New Castle
Academia Antonia Alonso	Wilmington	New Castle
First State Montessori Academy	Wilmington	New Castle
Delaware Design-Lab High School	Newark	New Castle
Great Oaks Charter	Wilmington	New Castle
Freire Charter School	Wilmington	New Castle
Sussex County		
Traditional Public Districts		
Laurel School District	Laurel	Sussex
Cape Henlopen School District	Lewes	Sussex
Seaford School District	Seaford	Sussex
Woodbridge School District	Bridgeville	Sussex
Indian River School District	Selbyville	Sussex
Delmar School District	Delmar	Sussex
Sussex Technical School District	Georgetown	Sussex
Charter Schools		
Sussex Academy of Arts & Sciences	Georgetown	Sussex

Source: Delaware Department of Education (n.d.). Delaware public school districts for K12 education. Retrieved from <https://pubapps.doe.k12.de.us/EducationalDirectoryPublic/pages/Districts/Default.aspx>.