

Redding Consortium for Educational Equity

Status of Public Education for City of Wilmington Students

2017–18 School Year Data Report

January 2020

Revised March 2020

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Introduction

Prepared by the University of Delaware’s Institute for Public Administration (IPA) for the Redding Consortium for Educational Equity, this report provides an updated analysis of enrollment, student proficiency, graduation rates, and dropout rates for Pre-k–12 (P–12) students residing within the limits of the City of Wilmington. This analysis includes students attending traditional, vocational-technical (vo-tech), and charter schools across the state during the 2017–18 school year. The report provides a snapshot of public education for students living in the City of Wilmington.

The Redding Consortium for Educational Equity (the Consortium) was created through legislation to recommend policies and practices to the Governor, General Assembly, and the Secretary of Education to achieve educational equity and improve educational outcomes of all Pre-K to grade 12 students in the City of Wilmington and northern New Castle County. The Consortium also monitors the educational progress and outcomes of all low-income, English learners, and other student at risk in the City of Wilmington and across northern New Castle County.

The predecessor to the Consortium was the Wilmington Education Improvement Commission, which built upon the Wilmington Education Advisory Committee’s recommendations and advised 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 Learners (ELs), 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*.

This report, a continuation of the Wilmington Education Improvement Commission’s report, is the only report 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 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 affect low-income students, ELs, and other students at risk, in Wilmington and across Delaware.

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Executive Summary

All Delaware students should have equitable access to high-quality education. The Consortium seeks to remove the achievement and opportunity gaps for students in poverty, English Learners (ELs), and other students at risk throughout the state—with an initial focus on the City of Wilmington.

This report is the continuation of the Wilmington Education Improvement Commission’s annual report on Wilmington student outcomes. This report analyzes data on enrollment, student proficiency, graduation rates and dropout rates from the 2017–18 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 Consortium in no way means to criticize the city’s students, nor the school districts or schools that serve them.

Key Findings

Despite statewide improvements in some areas of student performance, the overall trends remain the same as previously reported: **Wilmington students are behind their peers on virtually every indicator of student success.** The Consortium 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.**

Section I: Wilmington Student Demographics and Public Schools

During the 2017–18 school year, there were 11,188 City of Wilmington students enrolled in public education. Of those students,

- 68 percent were from low-income families
- 8 percent were English Learners (ELs)
- 19 percent were students with disabilities
- 72 percent identified as Black or African American
- 18 percent identified as Hispanic/Latino
- 8 percent 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 percent of Wilmington students compared to 57 percent of non-Wilmington students met or exceeded state standards on the 2018 English Language Arts (ELA) Smarter Balanced Assessment.
- Approximately 17 percent of Wilmington students compared to 47 percent of non-Wilmington

students met or exceeded state standards on the 2018 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 statewide. 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 Learners

Approximately 87 percent of English Learners (ELs) in Wilmington performed well below or below expectations on the state ELA SBAC tests in 2018. Similarly, 88 percent of the students in this population did not meet state standards in math.

Students with Disabilities

Nearly all Wilmington students with disabilities (97 percent) did not to meet state standards in ELA in 2018. Similarly, nearly all students in this population (99 percent) did not meet state standards in math.

County Comparisons

In 2018, 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 one-third or half of the rates seen in county breakdowns.

Grade Level Comparison

In 2018, 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 the proficiency rates 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 2017–18. This report only includes analyses from the past 5 years. A secondary source of data are 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 are sorted by district and charter school location. 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: one being “Well Below Expectations,” two being “Below Expectations,” three being “Meets Expectations,” and four being “Advanced.” A student is classified as meeting state standards if they receive a three (meets expectations) or a four (advanced) on the state assessment.

During the 2014–15 school year, the SBAC tests were administered to 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.

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. 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

There were 11,188 City of Wilmington students enrolled in public education during the 2017–18 school year. Of these students, 68 percent were low-income, 8 percent were English Learners (ELs), and 19 percent were students with disabilities. Statewide, 35 percent of students were low-income, 9 percent were ELs, and 15 percent were students with disabilities.

Table 1: Profile of City of Wilmington and Delaware Students, School Year 2017–18

	Wilmington	Delaware
Gender		
Female	49.8%	48.9%
Male	50.2%	51.1%
Race and Ethnicity		
American Indian or Alaskan Native	0.4%	0.4%
Asian	0.5%	3.9%
Black or African American	71.5%	30.3%
Hispanic/Latino	18.3%	17.4%
Two or more races	1.7%	3.7%
Native Hawaiian or Other Pacific Islander	0.1%	0.1%
White	7.5%	44.1%
Low-Income Population	67.8%	35.3%
English Learners (EL) Population	8.4%	9.1%
Students with Disabilities Population	18.8%	14.6%

Source: Delaware Department of Education Data Set, 2019.

Table 2: City of Wilmington Student Enrollment, 2014–18¹

School Year	Enrollment
2014–15	11,595
2015–16	11,527
2016–17	11,460
2017–18	11,188

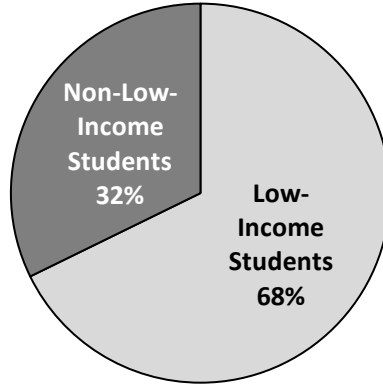
Source: Delaware Department of Education Data Set, 2019.

¹ Enrollment numbers are determined by the September 30 count, according to the Delaware Department of Education.

Low-Income Students in City of Wilmington

Figure 1 documents the percent of low-income students who live in the City of Wilmington.

Figure 1: Percent of Low-Income Students Living in the City of Wilmington, 2018

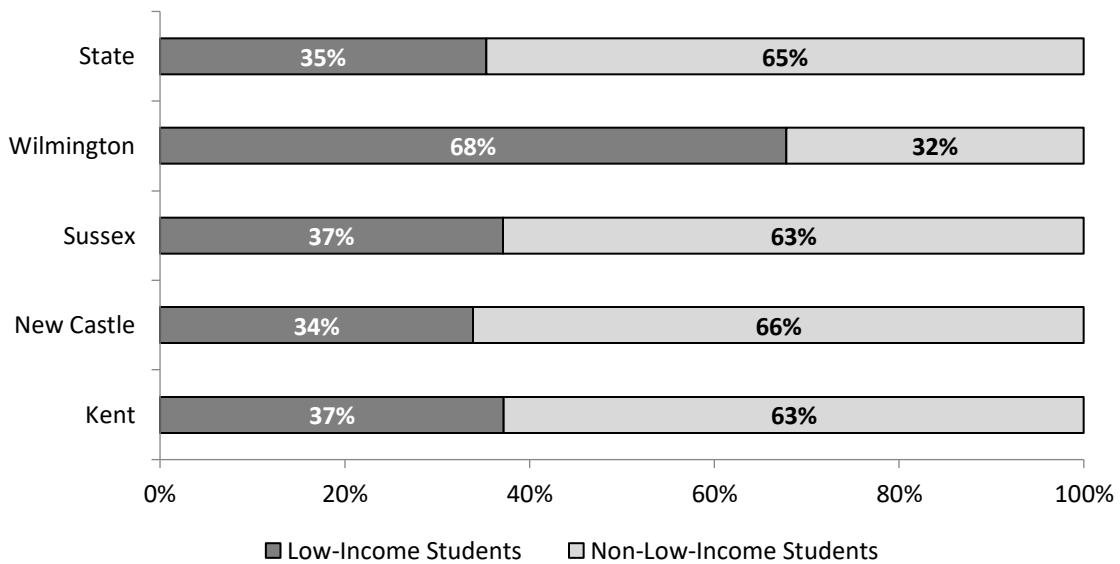


Source: Delaware Department of Education Data Set, 2019.

Students from Low-Income Families, Wilmington and County Breakdown

Figure 2 shows the percentage of students from low-income families in each county. The proportion of students from low-income families in each county is parallel to that of the state. The proportion of students from low-income families in the City of Wilmington is 31 to 34 percentage points higher than the state and county percentages.

Figure 2: Low-Income as a Proportion of Total Student Population per County, 2017–18 School Year



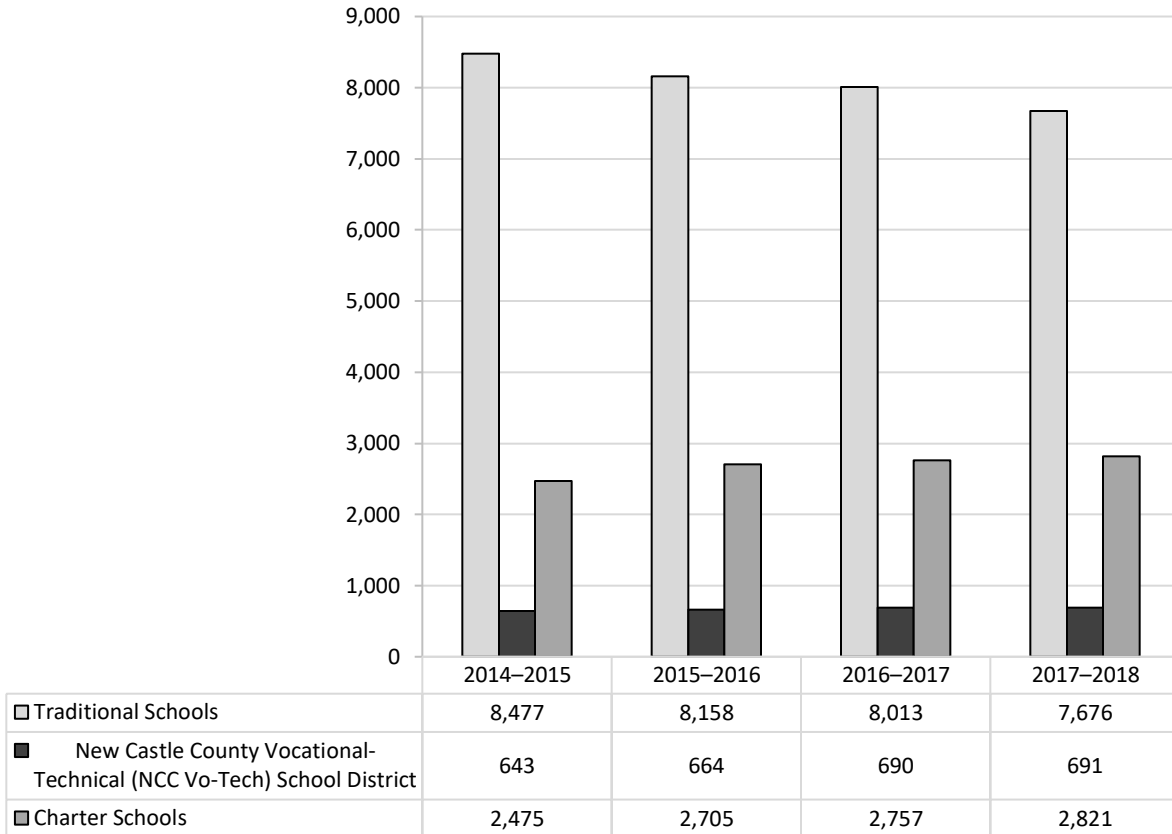
Source: Delaware Department of Education Data Set, 2019.

Note: New Castle County percentages include the City of Wilmington..

Wilmington Student Enrollment

Figure 3 and Table 3 demonstrate the enrollment of City of Wilmington students in Delaware public schools. Figure 4 and Table 4 demonstrate the schools located in the City of Wilmington and the percentage of low-income students that attend those schools. The list of schools in Table 4 includes all schools that were open during 2017–18 and served at least 15 Wilmington students.

Figure 3: Wilmington Student Enrollment by Public School Type, 2015–18 School Years



Source: Delaware Department of Education Data Set, 2019.

Table 3: Wilmington Student Enrollment in Public Schools, 2017–18 School Year*

Red Clay Consolidated School District	3,612
Christina School District	1,916
Brandywine School District	1,907
NCC Vo-Tech	691
Edison (Thomas A.) Charter School	560
Kuumba Academy Charter School	507
EastSide Charter School	329
Great Oaks Charter	236
Colonial School District	233
Academia Antonia Alonso	219
Family Foundations Academy	204
Odyssey Charter School	194
Freire Charter School	162
First State Montessori Academy	113
Charter School of Wilmington	90
Delaware Design-Lab High School	47
Delaware Academy of Public Safety and Security	41
Gateway Lab School	39
Las Américas ASPIRA Academy	37
Early College High School at Delaware State University	26
Delaware Military Academy	<15
Appoquinimink School District	<15
MOT Charter School	<15
Laurel School District	<15
Caesar Rodney School District	<15
Smyrna School District	<15
Positive Outcomes Charter School	<15
Newark Charter School	<15

Source: Delaware Department of Education Data Set, 2019.

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

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

Table 4: Public Schools within the City of Wilmington, 2017–18 School Year

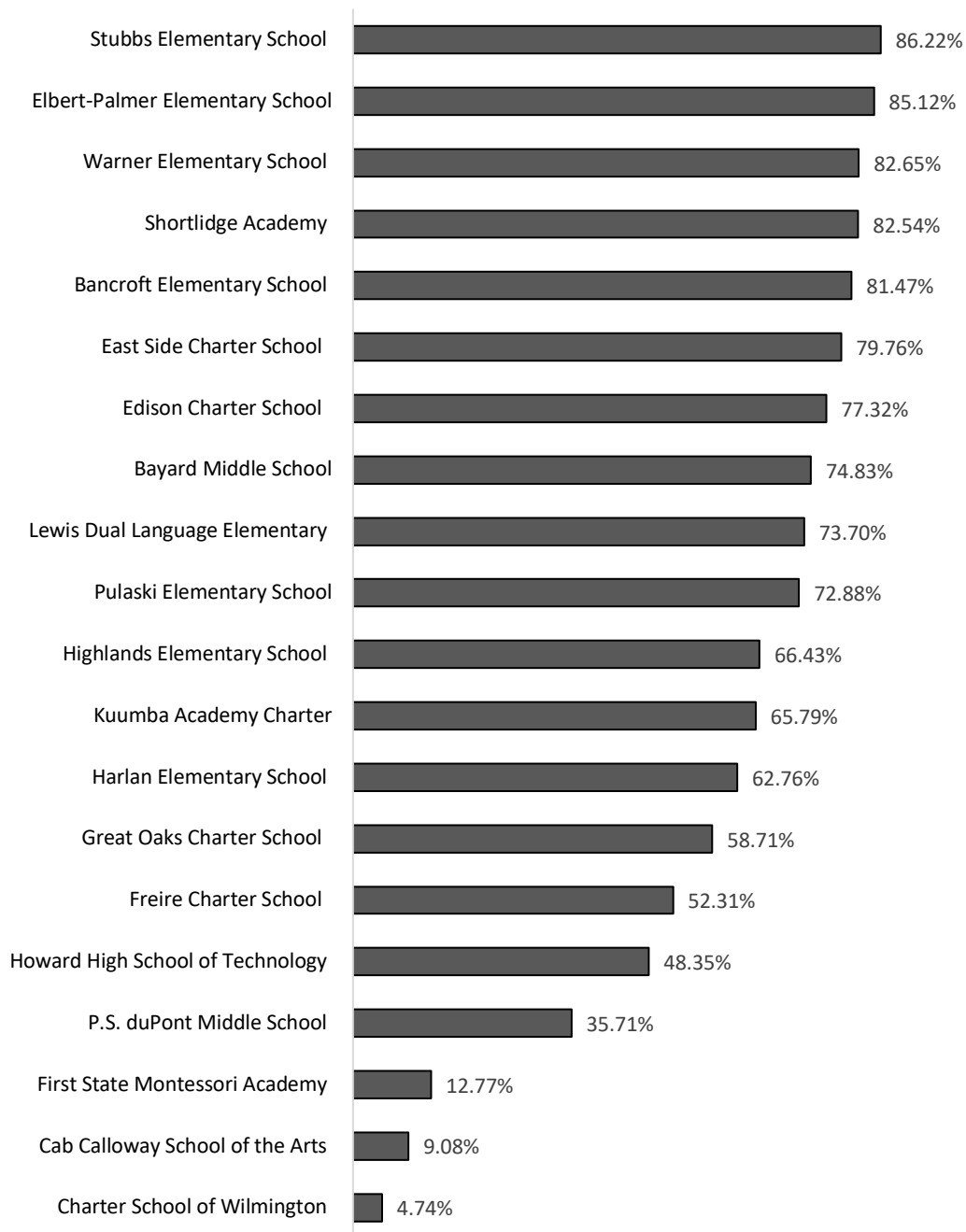
District Schools Located within City of Wilmington Limits			
District	Elementary	Middle	High
Brandywine	Harlan Elementary School	P.S. duPont Middle School	N/A
Christina	Bancroft Elementary School Elbert-Palmer Elementary School Pulaski Elementary School Stubbs Elementary School	Bayard Middle School	N/A
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 First State Montessori Academy Freire Charter School Great Oaks Charter School Kuumba Academy			

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

Notes: *Magnet school.

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

Figure 4: Percentage of Low-Income Enrollment in Schools Located in the City of Wilmington, 2017–18 School Year



Source: Delaware Report Card: Educational Data for Delaware Citizens, 2019

Note: The data in this figure were updated in March 2020 to match the title of the figure. The original version showed the percent of Low-Income City of Wilmington students.

Section II: Student Proficiency

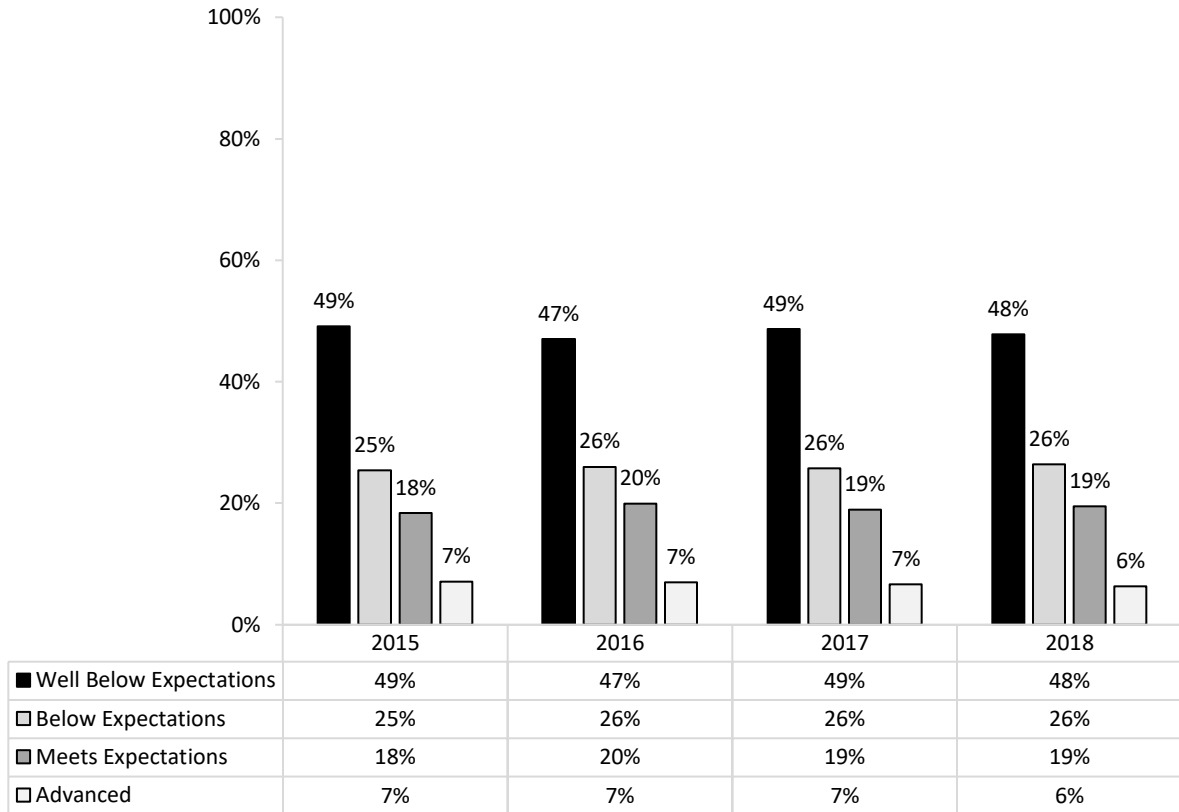
The most widely used measure of academic, teaching, and learning success is student performance on state standardized tests. Delaware changed its standardized testing protocol in 2015 from the Delaware Comprehensive Assessment System (DCAS) for all subjects to the Smarter Balanced Assessment Consortium (SBAC, or Smarter Balanced Assessment) for ELA and math tests. The 2017–18 school year was the fourth 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.

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 Learners, students with special needs, and students from low-income families.

Student Proficiency in English Language Arts

In this section, Figures 5 through 7 examine student proficiency in ELA for Wilmington students, non-Wilmington students, and a comparison of Wilmington and non-Wilmington students.

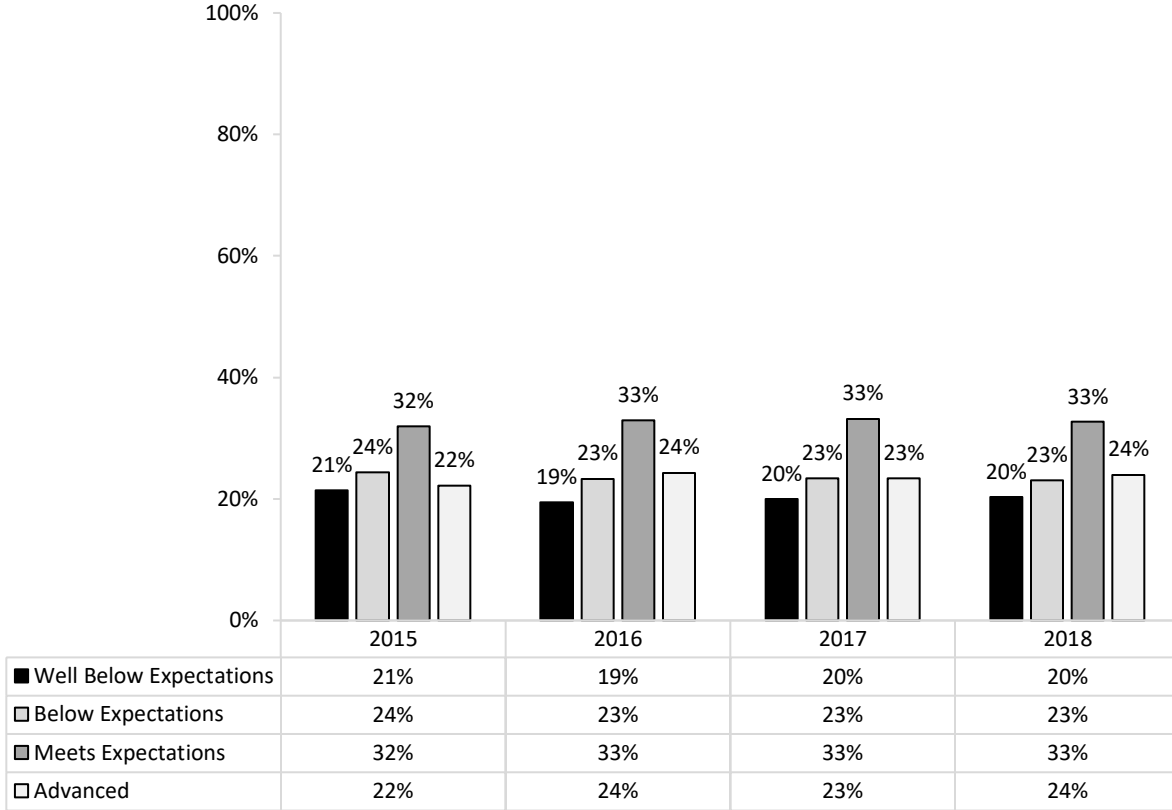
Figure 5: Proficiency in ELA, Wilmington Students, 2015–18 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2019.

Note: The 2015 ELA SBAC assessed students in grades 3–8 and 11. The 2016, 2017, and 2018 ELA SBAC assessed students in grades 3–8. Students in grade 11 did not take the ELA SBAC in 2016, 2017, or 2018.

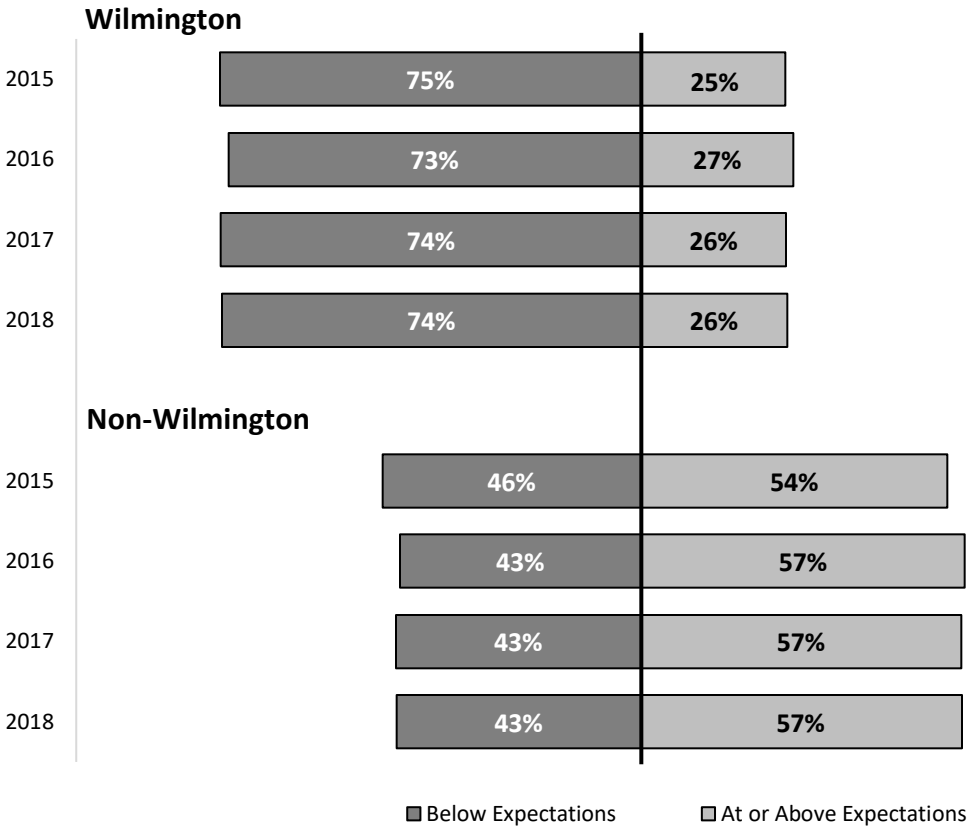
Figure 6: Proficiency in ELA, Non-Wilmington Students, 2015–18 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2019.

Note: The 2015 ELA SBAC assessed students in grades 3–8 and 11. The 2016, 2017, and 2018 ELA SBAC assessed students in grades 3–8. Students in grade 11 did not take the ELA SBAC in 2016, 2017, or 2018.

Figure 7: Proficiency in ELA, Wilmington and Non-Wilmington Students, SBAC 2017–18 (Grade Level Aggregated)



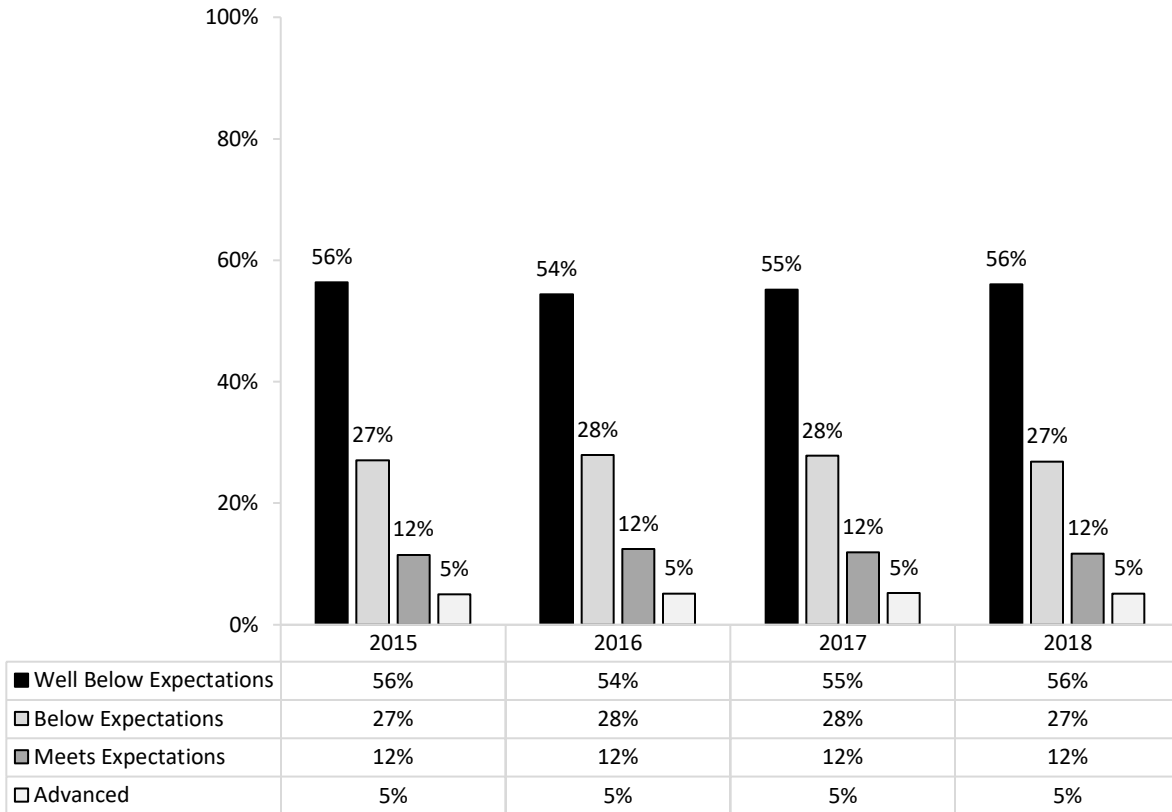
Source: Delaware Department of Education Data Set, 2019.

On the SBAC in ELA in 2015, only 25 percent of Wilmington students met or exceeded state standards. In contrast, 54 percent of non-Wilmington students met or exceeded state standards. This trend continued in 2016, with only 27 percent of Wilmington students meeting or exceeding state standards while 57 percent of non-Wilmington students met or exceeded state standards. There was little change in that trend in 2017, as 26 percent of students in Wilmington met state standards in ELA, while their non-Wilmington counterparts met state standards at a rate of 56 percent. Much of the same was true in 2018, with 26 percent of Wilmington students meeting or exceeding state standards in ELA and 57 percent of non-Wilmington students meeting or exceeding state standards.

Student Proficiency in Mathematics

Figures 8 through 10 display student proficiency in math for Wilmington students, non-Wilmington students, and a comparison of Wilmington and non-Wilmington students.

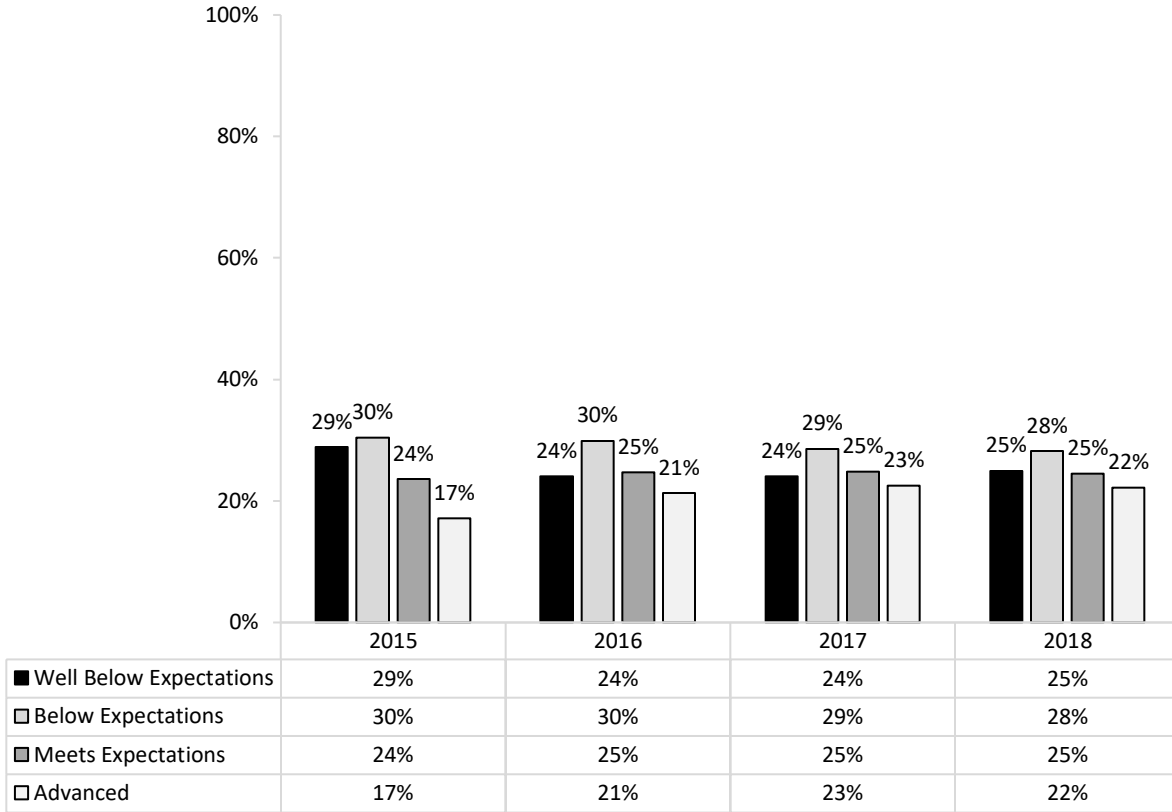
Figure 8: Proficiency in Math, Wilmington Students, 2015–18 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2019.

Note: The 2015 math SBAC assessed students in grades 3–8 and 11. The 2016, 2017, and 2018 math SBAC assessed students in grades 3–8. Students in grade 11 did not take the math SBAC in 2016, 2017, or 2018.

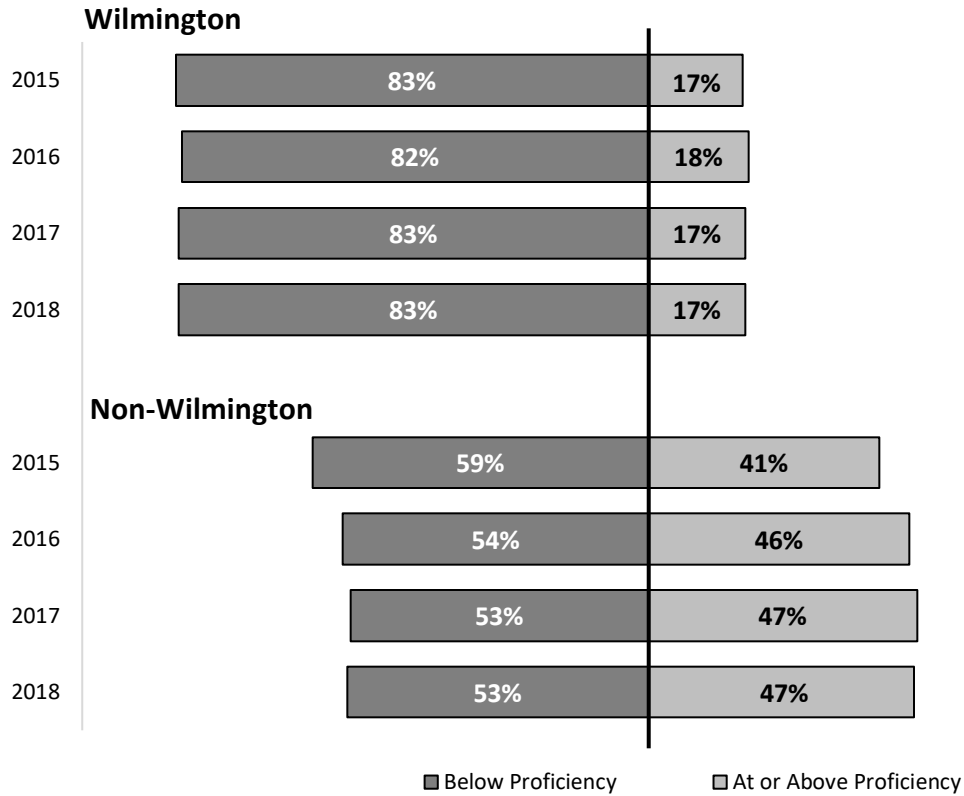
Figure 9: Proficiency in Math, Non-Wilmington Students, 2014–18 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2019.

Note: The 2015 math SBAC assessed students in grades 3–8 and 11. The 2016, 2017, and 2018 math SBAC assessed students in grades 3–8. Students in grade 11 did not take the math SBAC in 2016, 2017, or 2018.

Figure 10: Proficiency in Math, Wilmington and Non-Wilmington Students, SBAC 2015–18 School Year



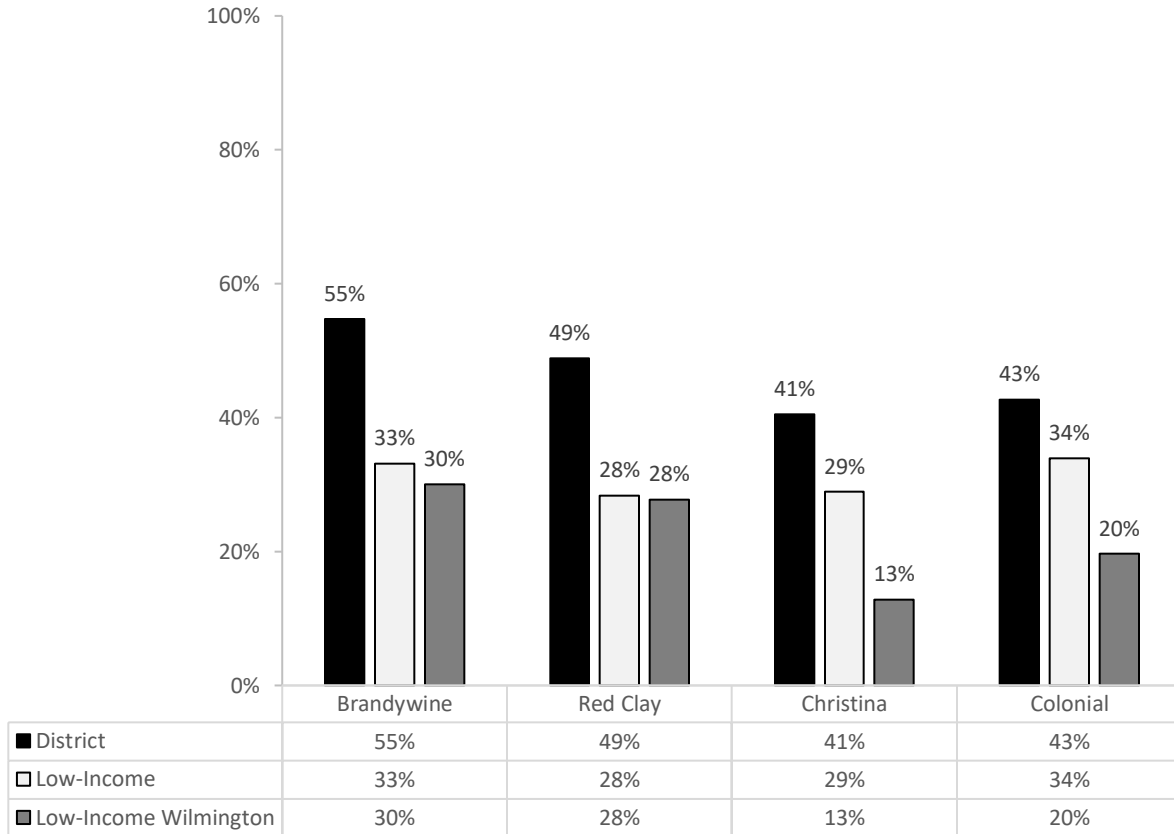
Source: Delaware Department of Education Data Set, 2019.

In 2015 on the SBAC in math, 17 percent of Wilmington students met or exceeded expectations on math compared to 41 percent 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 30 percentage points and this still holds true in 2018.

Students from Low-Income Families

Figures 11 and 12 and Tables 5 through 8 compare the proficiency of all students to students categorized as low-income and City of Wilmington low-income students on the math and ELA 2018 SBAC for both charter and district schools attended by more than 15 Wilmington students.

Figure 11: Inter-District Student Proficiency Comparison in ELA, SBAC 2017–18 School Year



Source: Delaware Department of Education Data Set, 2019.

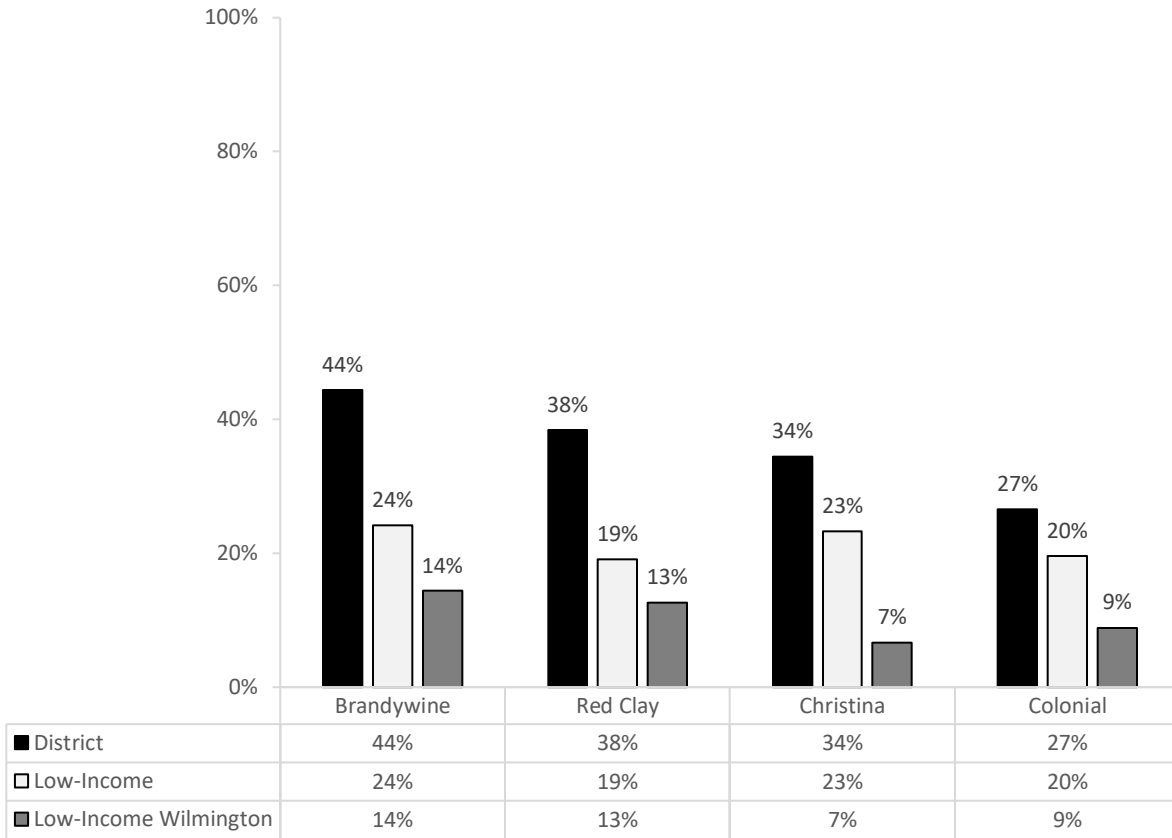
Table 5: Inter-District Student Proficiency Comparison in Grades 3–8 in ELA, SBAC 2017–18 School Year

District	Total Population		Low-Income Population		Difference*	Low-Income Wilmington		Difference*
	Students	Proficiency	Students	Proficiency		Students	Proficiency	
Brandywine	4,898	55%	1,616	33%	-22	555	30%	-25
Red Clay	7,864	49%	3,033	28%	-21	1,146	28%	-21
Christina	6,961	41%	3,184	29%	-12	708	13%	-28
Colonial	5,037	43%	2,104	34%	-9	90	20%	-23

Source: Delaware Department of Education Data Set, 2019.

Note: Some of the calculations are approximate due to rounding. *Difference in both cases is calculated against the school-wide percent proficient.

Figure 12: Inter-District Student Proficiency Comparison in Math, SBAC 2017–18 School Year



Source: Delaware Department of Education Data Set, 2019.

Table 6: Inter-District Student Proficiency Comparison in Grades 3–8 in Math, SBAC 2017–18 School Year

District	Total Population		Low-Income Population		Difference*	Low-Income Wilmington		Difference*
	Students	Proficiency	Students	Proficiency		Students	Proficiency	
Brandywine	4,889	44%	1,612	24%	-20	549	21%	-24
Red Clay	7,918	38%	3,047	19%	-19	1,142	16%	-22
Christina	6,989	34%	3,182	23%	-11	702	9%	-26
Colonial	5,089	27%	2,114	20%	-7	90	12%	-15

Source: Delaware Department of Education Data Set, 2019.

Note: 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 across the four districts considered, and the difference was more pronounced when Wilmington student outcomes were compared to those of 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 2018. 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 throughout the districts examined. 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-wide 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 7: Proficiency in ELA, Charter Schools Serving Wilmington Students, SBAC 2017–18

School	Grade Level	Total Population		Low-Income Population		Difference*	Low-Income Wilmington		Difference*
		Students	Proficiency	Students	Proficiency		Students	Proficiency	
Academia Antonia Alonso	K–3	137	27%	83	23%	-4	46	24%	-3
First State Montessori Academy	K–6	262	68%	32	53%	-15	13	63%	-5
Kuumba Academy	K–7	419	37%	262	34%	-4	210	35%	-3
Odyssey	K–7	951	69%	140	46%	-23	30	58%	-12
EastSide Charter School	K–8	235	19%	180	17%	-2	141	20%	1
Edison Charter School	K–8	429	34%	312	29%	-4	249	32%	-2
Family Foundations Academy	K–8	459	40%	235	31%	-9	91	26%	-14
Las Americas ASPIRA Academy	K–8	429	50%	114	33%	-17	10	32%	-18
Gateway Lab School	3–8	172	10%	74	9%	-1	24	8%	-2
Great Oaks Charter School	6–8	416	26%	236	18%	-8	156	14%	-12
Freire Charter School	8–11	90	38%	53	21%	-17	33	24%	-14

Source: Delaware Department of Education Data Set, 2019.

Note: Some of the calculations are approximate due to rounding. *Difference in both cases is calculated against the district or school-wide percent proficient.

Table 8: Proficiency in Math, Charter Schools Serving Wilmington Students, SBAC 2017–18

School	Grade Level	Total Population		Low-Income Population		Difference*	Low-Income Wilmington		Difference*
		Students	Proficiency	Students	Proficiency		Students	Proficiency	
Academia Antonia Alonso	K–3	137	16%	82	15%	-1	45	13%	-3
First State Montessori Academy	K–6	262	51%	32	25%	-26	13	31%	-21
Kuumba Academy	K–7	420	32%	263	29%	-2	211	27%	-5
Odyssey	K–7	952	63%	140	38%	-25	30	45%	-17
EastSide Charter School	K–8	235	20%	179	21%	0	140	19%	-1
Edison Charter School	K–8	429	18%	312	18%	0	249	18%	0
Family Foundations Academy	K–8	458	39%	234	34%	-5	91	26%	-13
Las Americas ASPIRA Academy	K–8	437	41%	117	28%	-13	10	18%	-23
Gateway Lab School	3–8	172	3%	74	3%	-1	24	3%	-1
Great Oaks Charter School	6–8	418	22%	238	17%	-5	158	14%	-8
Freire Charter School	8–11	90	31%	53	15%	-16	33	16%	-15

Source: Delaware Department of Education Data Set, 2019.

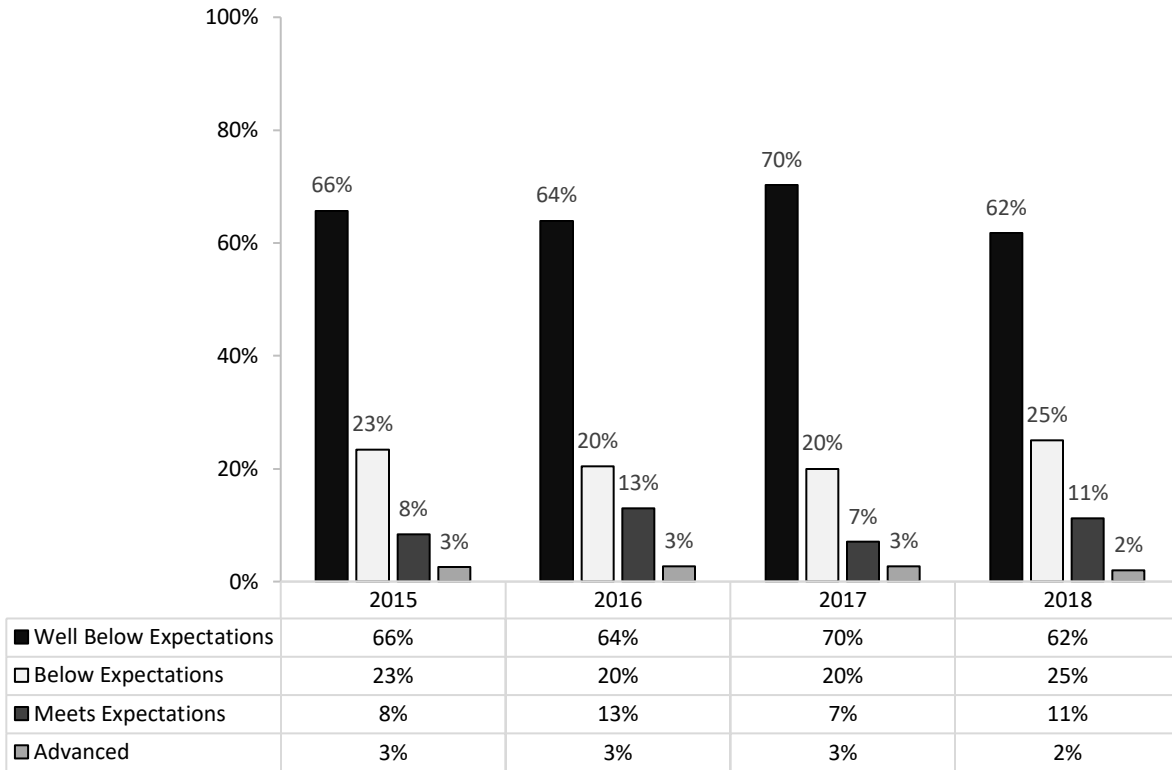
Note: Some of the calculations are approximate due to rounding. *Difference in both cases is calculated against the district or school-wide percent proficient.

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 trend 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 as a whole.

English Learners

Figures 13 and 14 describe the proficiency of English Learners (ELs) in ELA and math who live in the City of Wilmington.

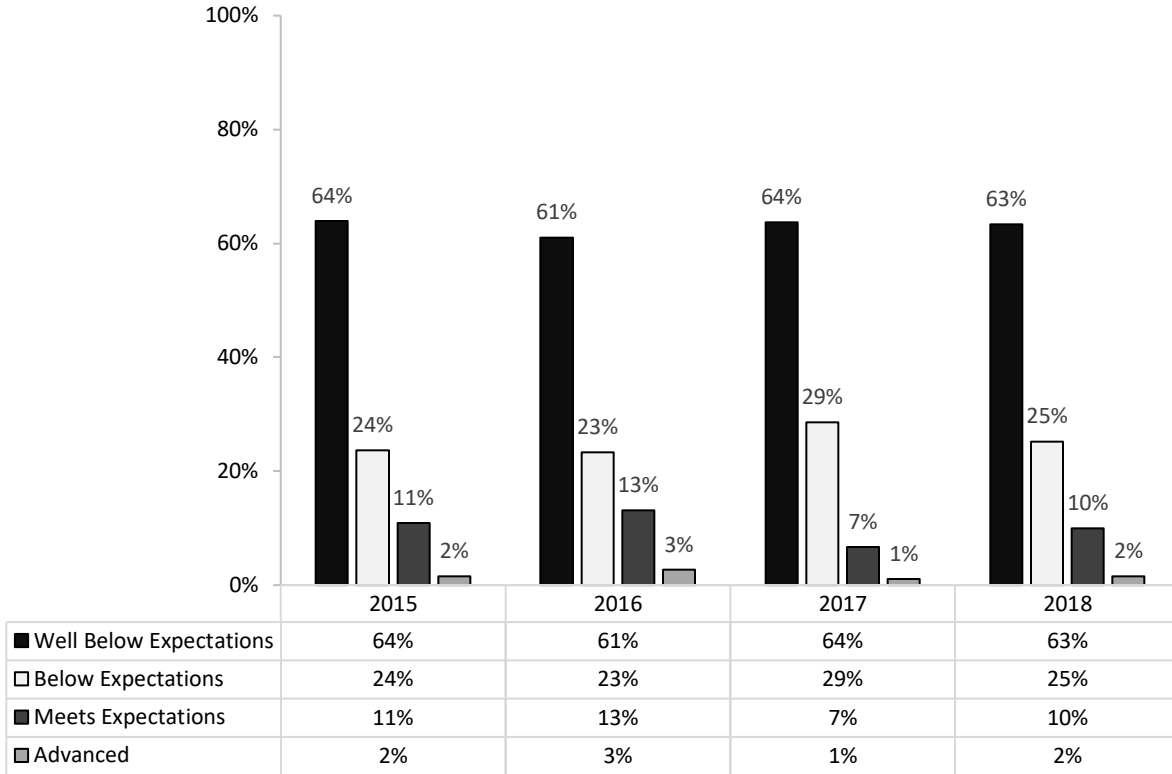
Figure 13: Proficiency in ELA, Wilmington English Learners, 2015–18 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2019.

Note: The 2015 ELA SBAC assessed students in grades 3–8 and 11. The 2017–18 ELA SBAC assessed students in grades 3–8. Students in grade 11 did not take the ELA SBAC in 2016.

Figure 14: Proficiency in Math, Wilmington English Learners, 2014–18 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2019.

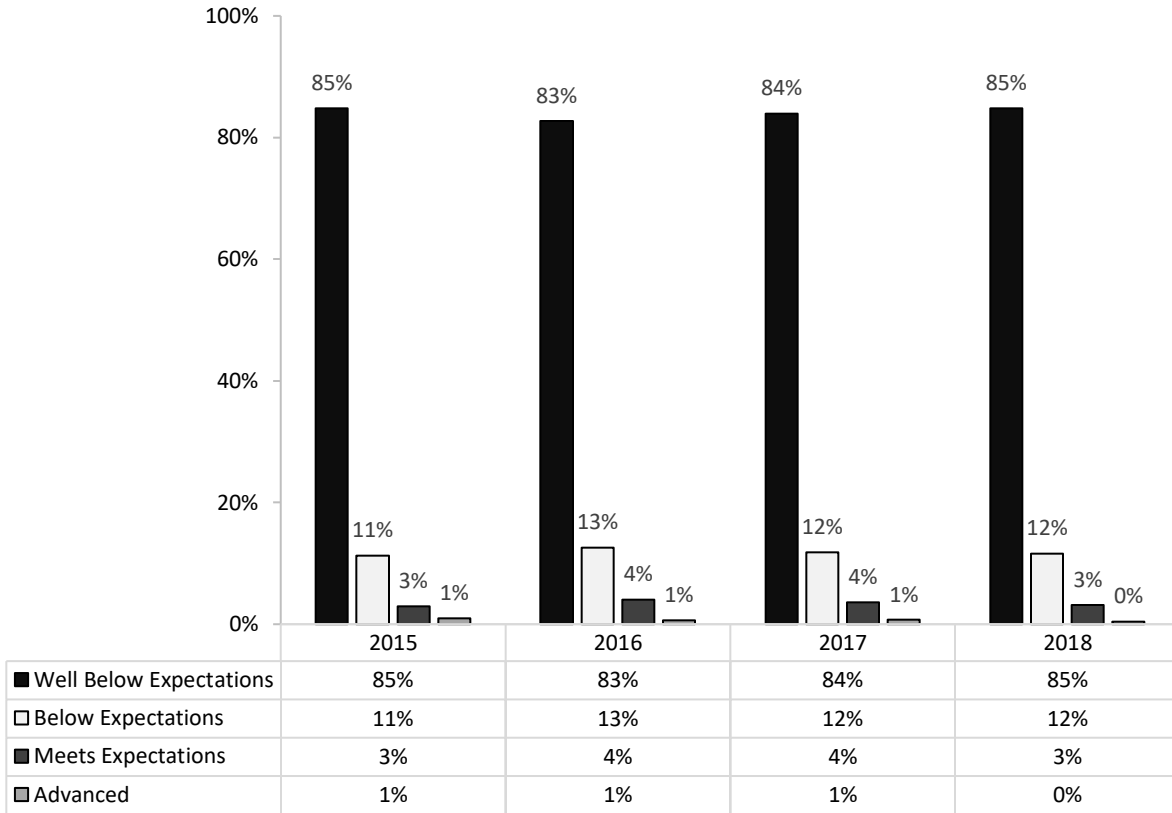
Note: The 2015 math SBAC assessed students in grades 3–8 and 11. The 2016 and 2017 math SBAC assessed students in grades 3–8. Students in grade 11 did not take the math SBAC in 2016 or 2017.

While there was slight improvement in SBAC ELA outcomes among Wilmington ELs between 2017 and 2018, proficiency rates remained below those seen in 2016 (the four-year high). In 2018, 87 percent of Wilmington ELs did not meet state standards in ELA. While there was some improvement on the percentage of students meeting the standard on state math exams between 2017 and 2018, scores remained below those seen in 2016. The percentage of Wilmington ELs not meeting math SBAC standards decreased by 5 percentage points between 2017 and 2018.

Students with Special Needs

Figures 15 and 16 describe the performance of Wilmington students with special needs on ELA and math standardized assessments.

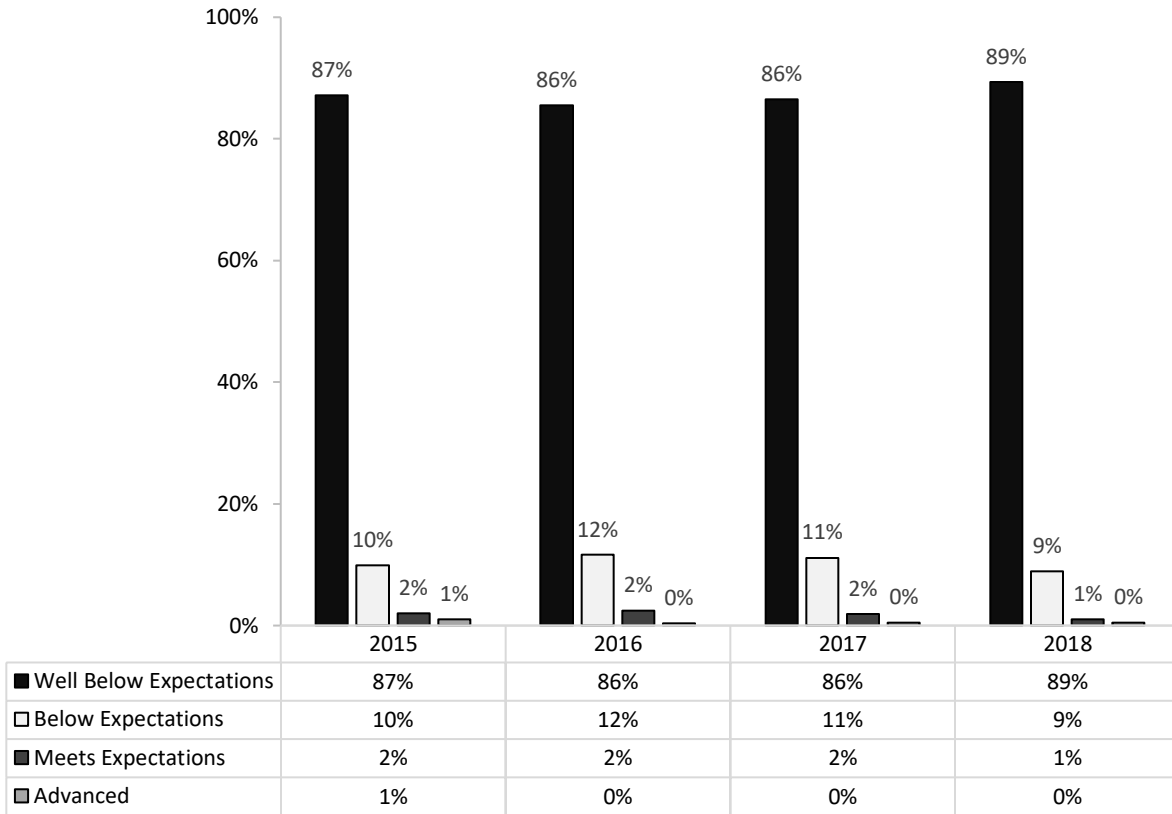
Figure 15: Proficiency in ELA, Wilmington Students with Special Needs, 2015–2018 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2019.

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 16: Proficiency in Math, Wilmington Students with Special Needs, 2015–18 (Grade Level Aggregated)



Source: Delaware Department of Education Data Set, 2019.

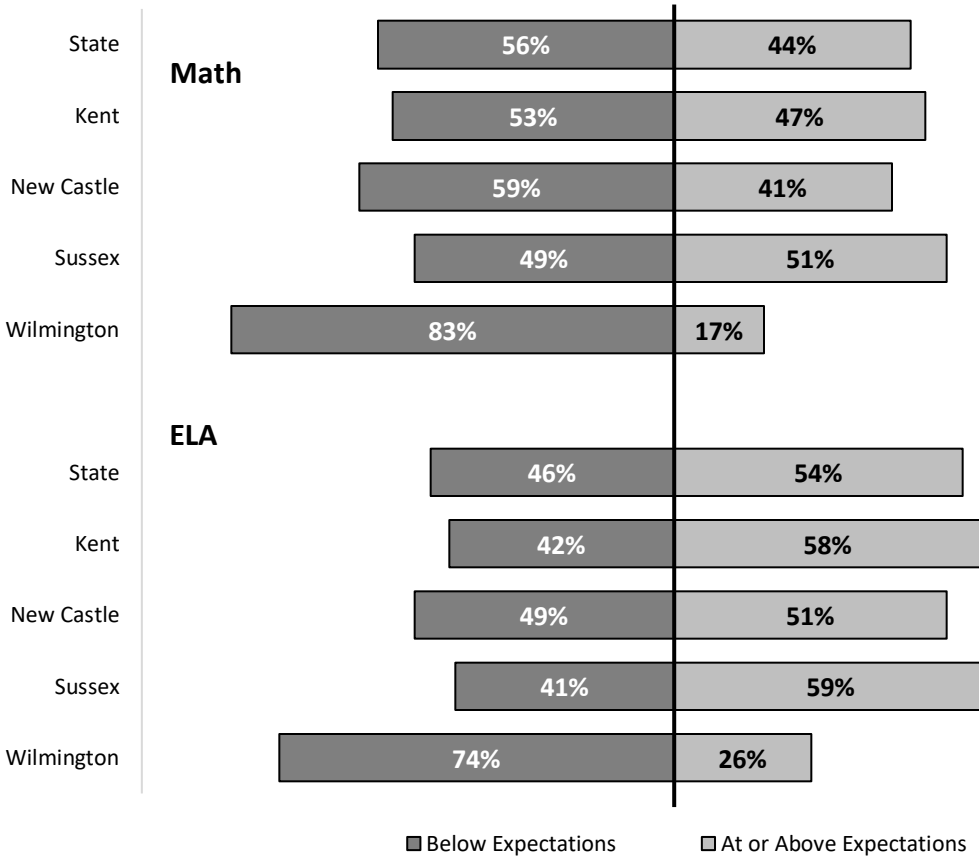
Note: The 2015 math SBAC assessed students in grades 3–8 and 11. The 2016 and 2017 math SBAC assessed students in grades 3–8. Students in grade 11 did not take the math SBAC in 2016 or 2017.

Between 2015 and 2018, 95 percent or more of Wilmington students with special needs did not meet state standards in ELA. In 2018, nearly the entire population (97 percent) did not meet state standards in ELA. Results on state math assessments were similar, with 97 percent or more of Wilmington students with special needs testing below proficiency from 2015 through 2018. Much like the population’s performance in ELA, nearly all students in this population (99 percent) did not meet state math standards in 2018.

County Comparisons

Figures 17 through 20 demonstrate student proficiency on ELA and math assessments for all students, students from low-income families, ELs, and students with disabilities among New Castle, Kent, and Sussex Counties and the City of Wilmington.

Figure 17: All Student Proficiency, County Comparisons, SBAC, 2018

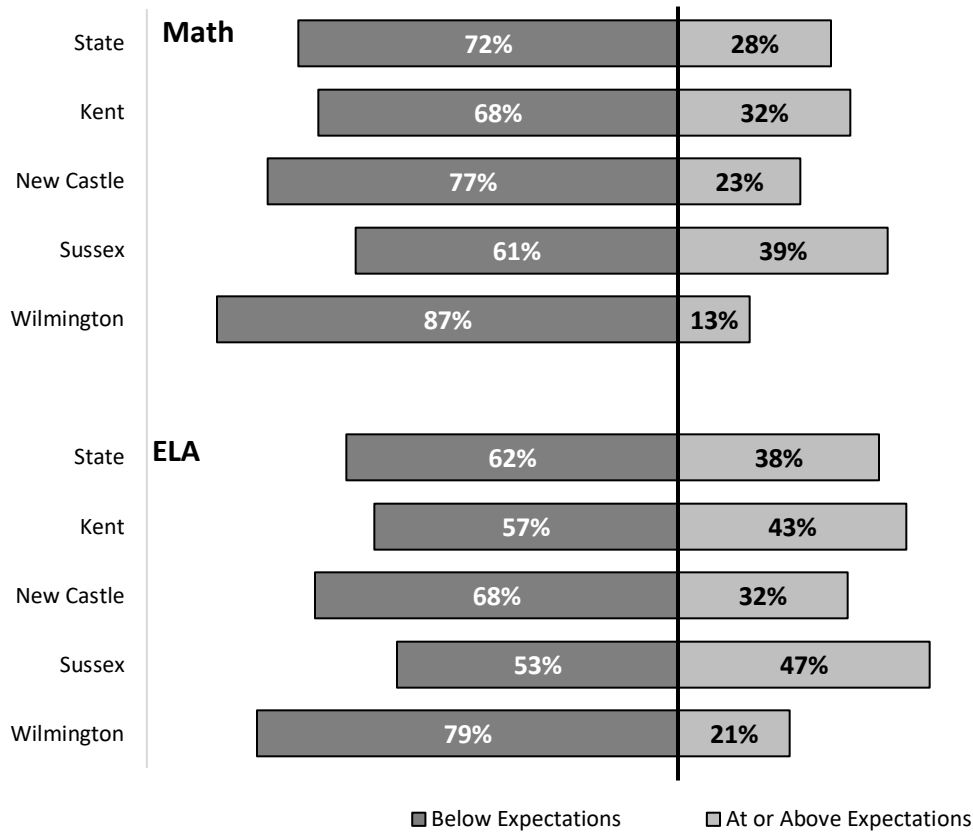


Source: Delaware Department of Education Data Set, 2019.
 All New Castle County data include City of Wilmington Students.

Performance across counties on the math assessment in 2018 was similar with 41–51 percent of the students meeting the standard per county, with New Castle County’s proficiency rates being considerably lower than Kent and Sussex counties. City of Wilmington students performed at the lowest levels with only 17 percent meeting state standards in mathematics.

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 2018 was similar from 51–59 percent proficient. Again, City of Wilmington students performed even lower than those in the counties.

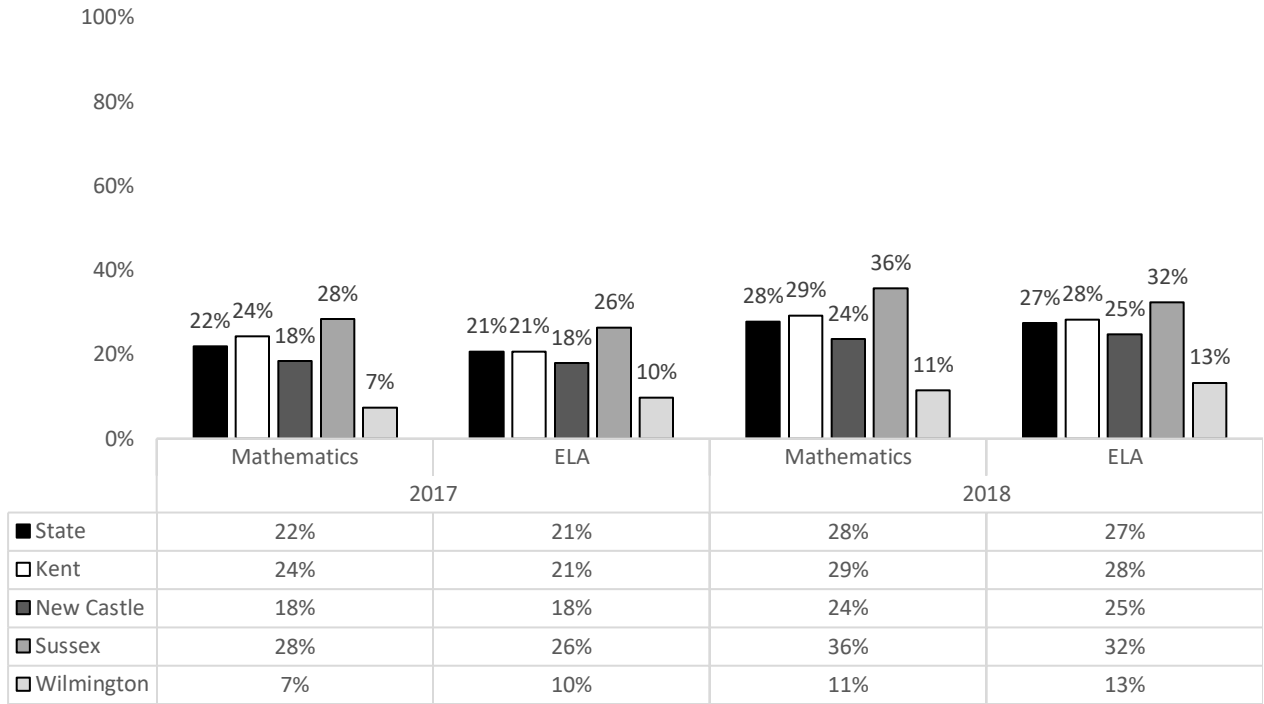
Figure 18: Proficiency for Students from Low-Income Families, County Comparisons, SBAC 2018



Source: Delaware Department of Education Data Set, 2019.
 All New Castle County data include City of Wilmington Students.

When comparing students from low-income families by county and the City of Wilmington, there are notable differences in performance. In 2018, performance for students from low-income families across counties on the ELA assessment varied with 32 percent of New Castle County students meeting state standards while 43 percent and 47 percent of the students in Kent and Sussex Counties, respectively, met state benchmarks. City of Wilmington students from low-income families performed lower than those in each county with only 21 percent meeting state standards in ELA. Performance for students from low-income families on the math assessment in 2018 were also low across all counties. 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 13 percent meeting the standard.

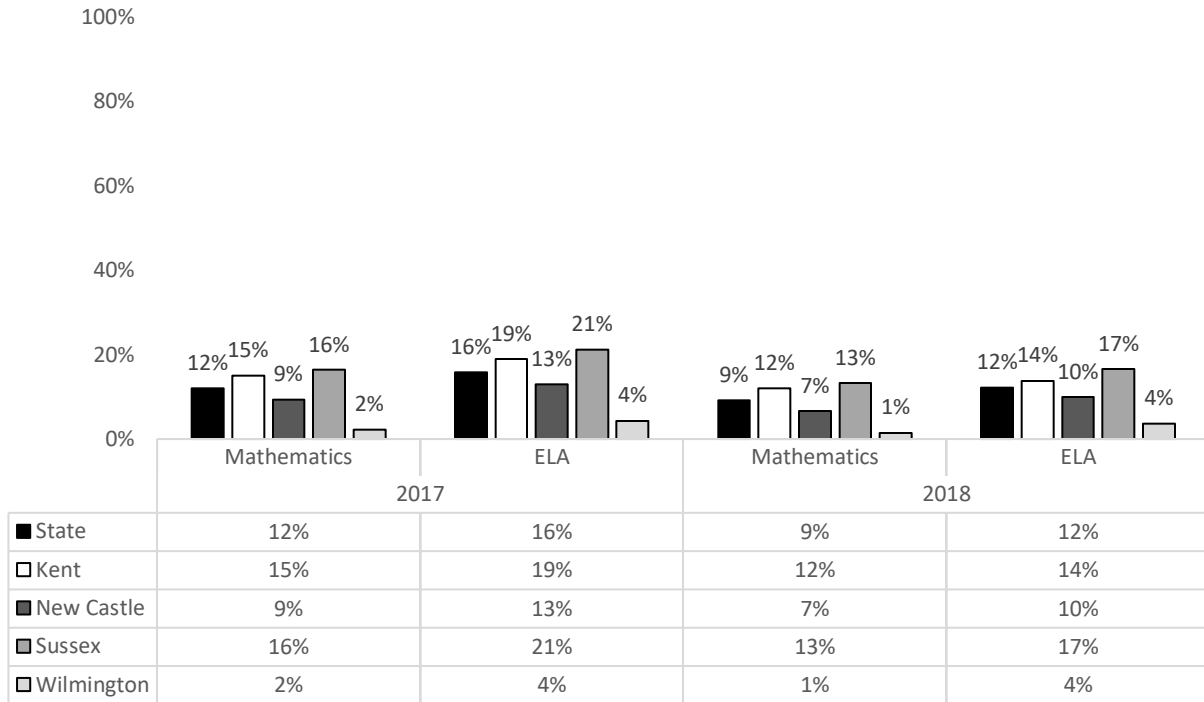
Figure 19: Proficiency for English Learners, County Comparisons, SBAC 2017–18



Source: Delaware Department of Education Data Set, 2019.
 All New Castle County data include City of Wilmington Students.

When examining performance for ELs by county and the City of Wilmington, the percentage of ELs in Wilmington performing at state standards is discernibly lower than that of the state and counties. The proficiency rates of all ELs were found to be low across all counties, the state, and among Wilmington students. There were some changes in performance among ELs in 2018, with EL students in Kent and Sussex Counties showing six to seven percentage point increases in proficiency from the prior year. On ELA assessments, EL students in the City of Wilmington returned proficiency rates that were three percentage points higher than the previous year, with 13 percent meeting the standard. There is a similar trend across counties for ELs on the math assessment in 2018 with 24–36 percent of the students meeting the standard per county. Again, City of Wilmington ELs performed much lower with only 11 percent meeting the standard.

Figure 20: Proficiency for Students with Special Needs, County Comparisons, SBAC 2017–18



Source: Delaware Department of Education Data Set, 2019.
 All New Castle County data include City of Wilmington Students.

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 2018 was similar with 10–17 percent meeting the standard and all counties showing moderate declines in proficiency rates from the previous year. City of Wilmington students with special needs performed lower than those in each county with only 4 percent meeting the standard, same as the previous year. There is a similar trend across counties for students with special needs on the math assessment in 2018 with 7–13 percent of the students meeting the standard per county, and each county showing a 2–3 percent decrease in proficiency rates in mathematics. Again, City of Wilmington students with special needs performed lower with only 1 percent of students meeting the standard, a 1 percentage point decrease from the previous year.

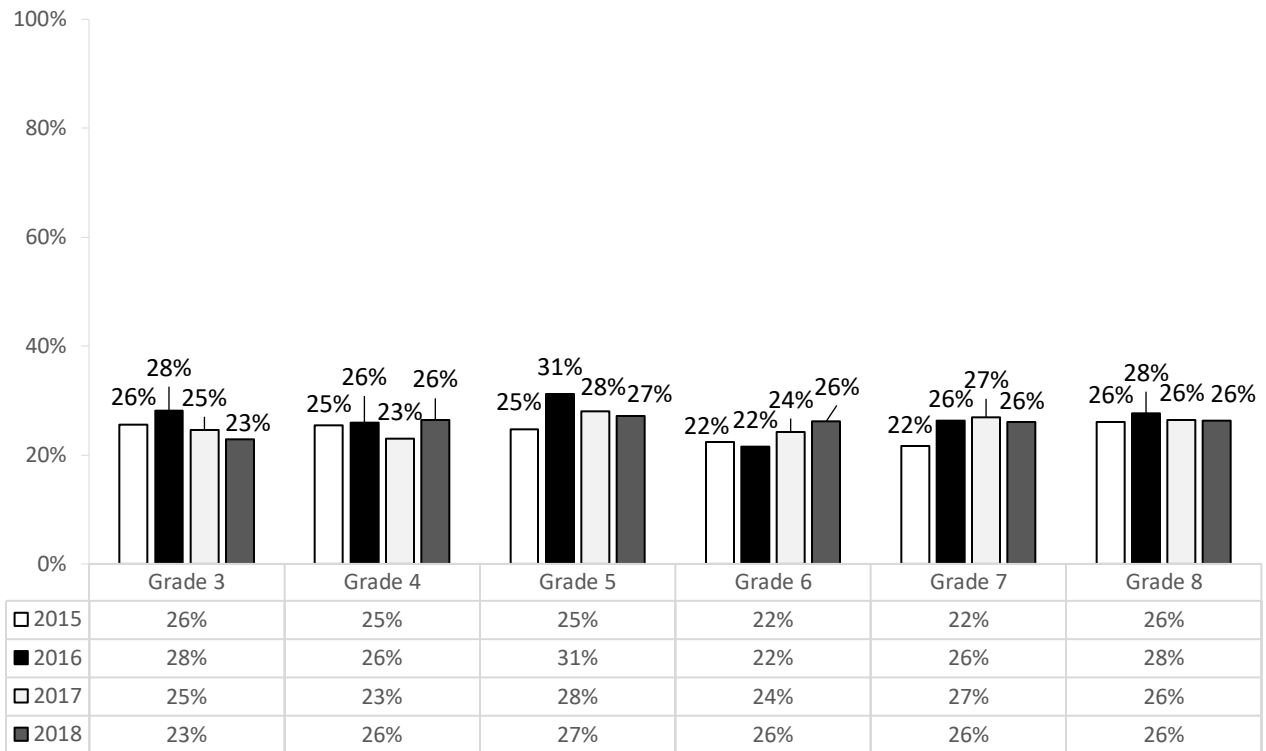
Grade-Level Comparisons

As noted above, only students in grades 3–8 were assessed using the SBAC starting in the 2016–17 academic year. The following analysis examines student performance on the SBAC by grade level, and only includes data from grades 3–8.

Student Proficiency in English Language Arts, Grade Level Disaggregated

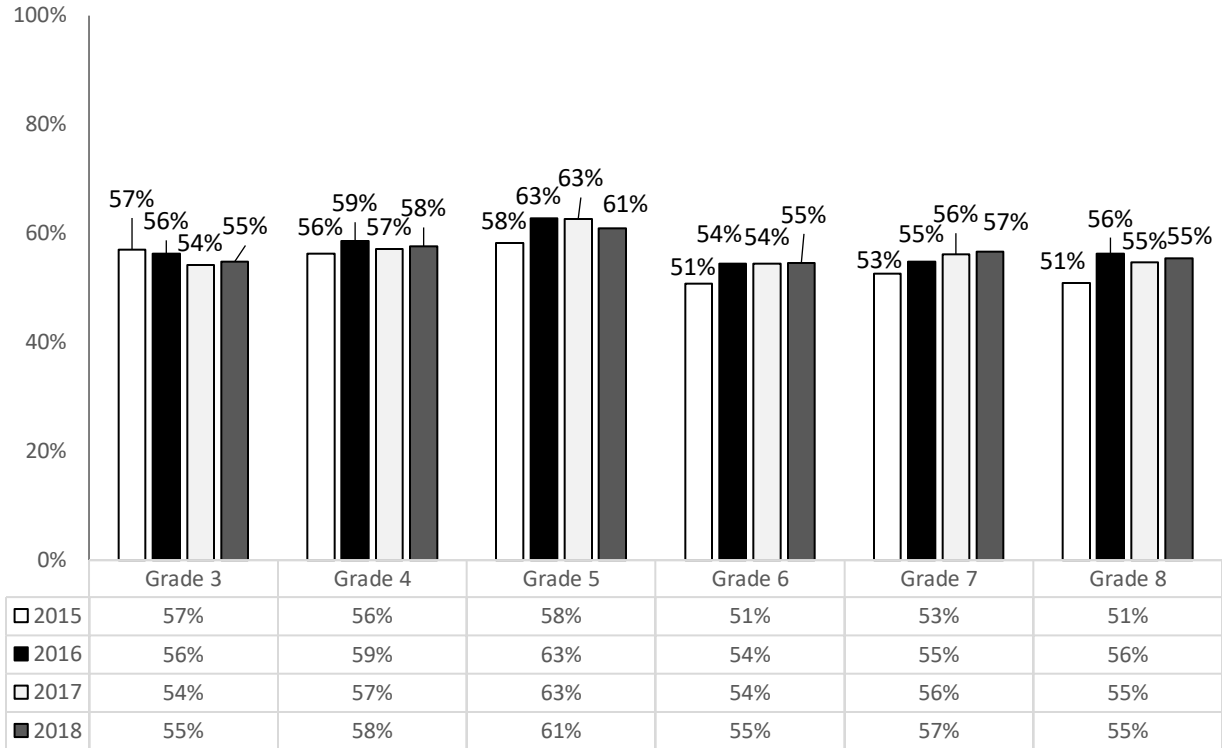
In this section, Figures 21 through 23 examine student grade-level proficiency in ELA for Wilmington students, non-Wilmington students, and a comparison of Wilmington and non-Wilmington students.

Figure 21: Proficiency in ELA, All Wilmington Students, 2015–2018 (Grade Level Disaggregated)



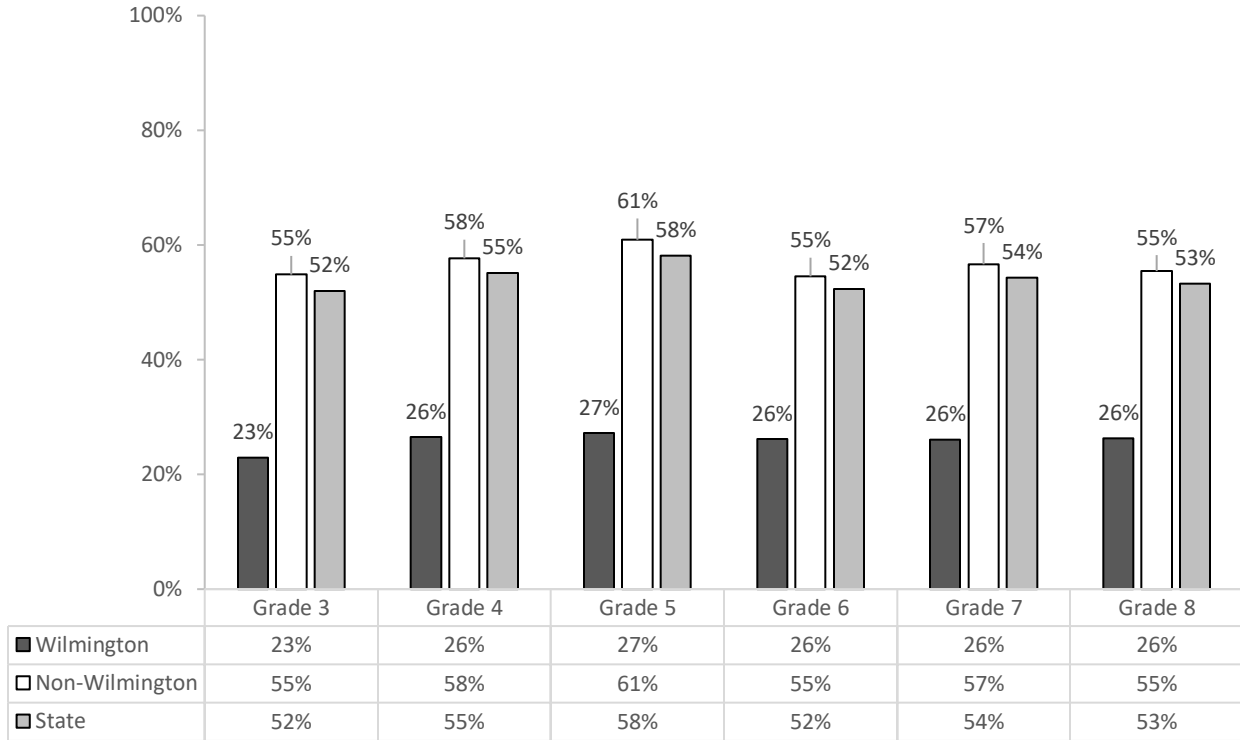
Source: Delaware Department of Education Data Set, 2019.

Figure 22: Proficiency in ELA, All Non-Wilmington Students, 2015–2018 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2019.

Figure 23: Proficiency in ELA, Wilmington and Non-Wilmington Students, 2018 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2019.

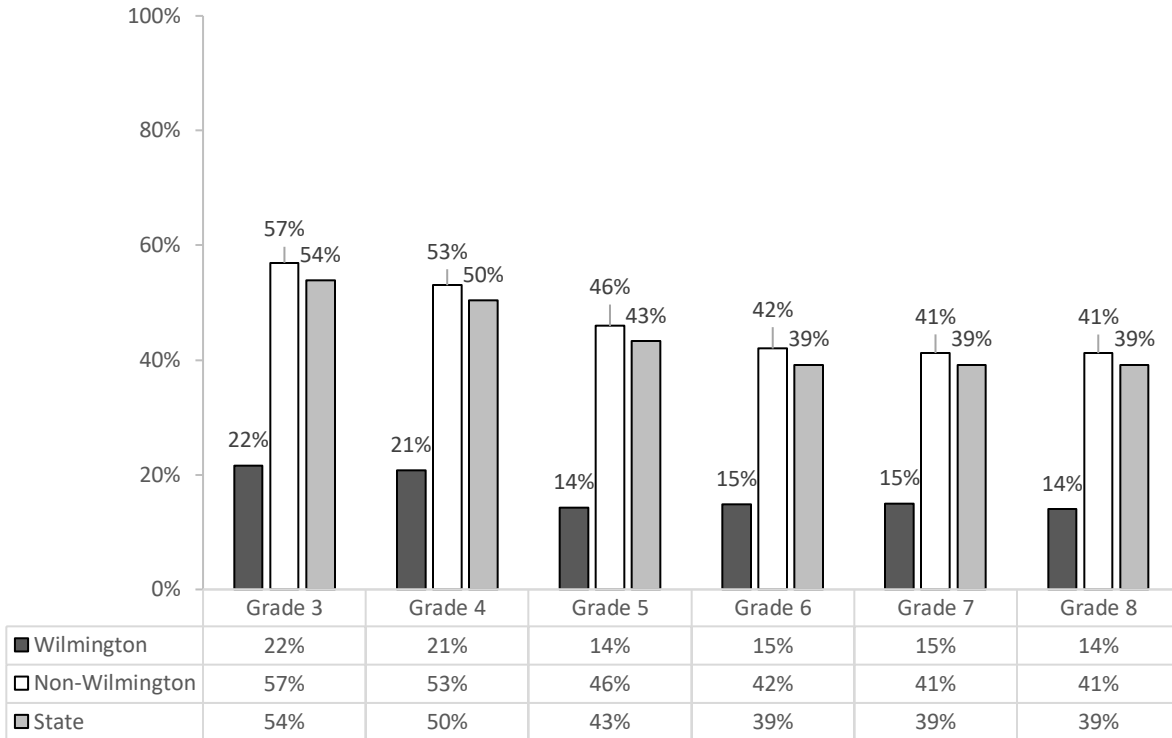
The trends in ELA proficiency rates observed between grade levels show students in grade 3 through 5 perform slightly higher than those in grades 6 through 8. The disparities in proficiency rates between Wilmington and non-Wilmington students reflect the same exaggerated low performance as was seen in 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 percent in 2017. Like the state trend, Wilmington students in grade 3 through 5 perform slightly higher than those in grades 6 through 8.

Student Proficiency in Math, Grade Level Disaggregated

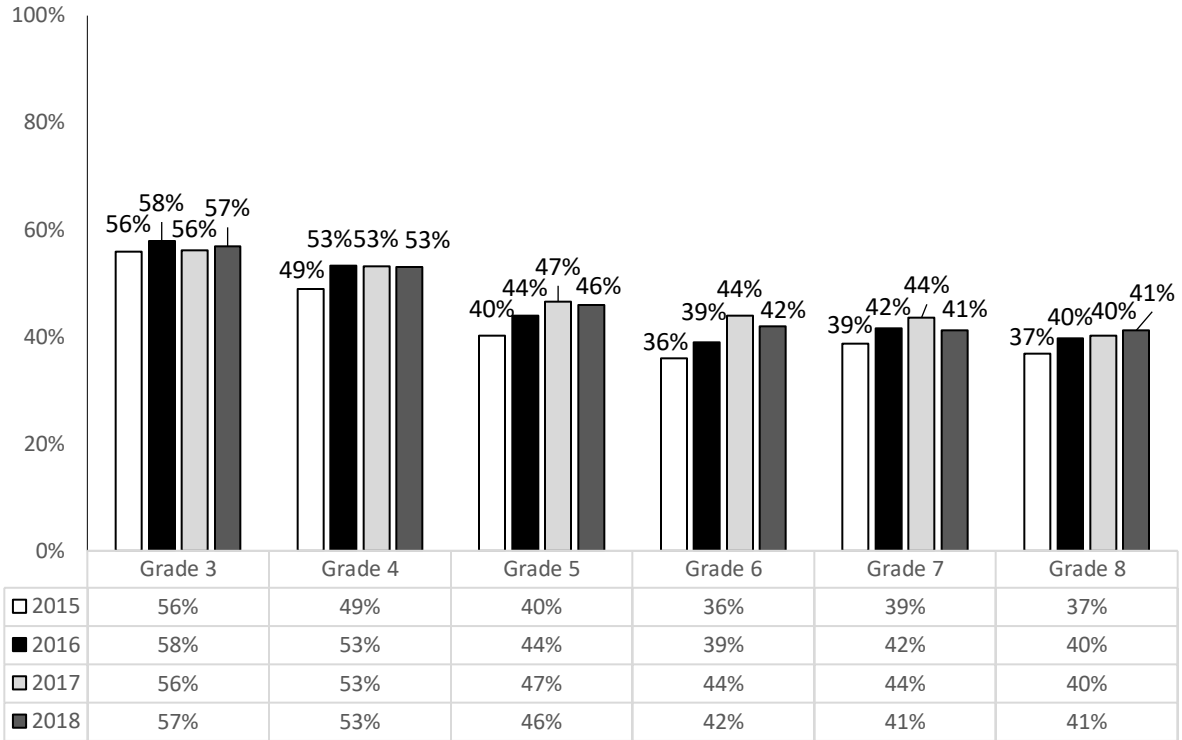
In this section, Figures 24 through 26 examine student grade level proficiency in math for Wilmington students, non-Wilmington students, and a comparison of Wilmington and non-Wilmington students.

Figure 24: Proficiency in Math, All Wilmington Students, 2015–2018 (Grade Level Disaggregated)



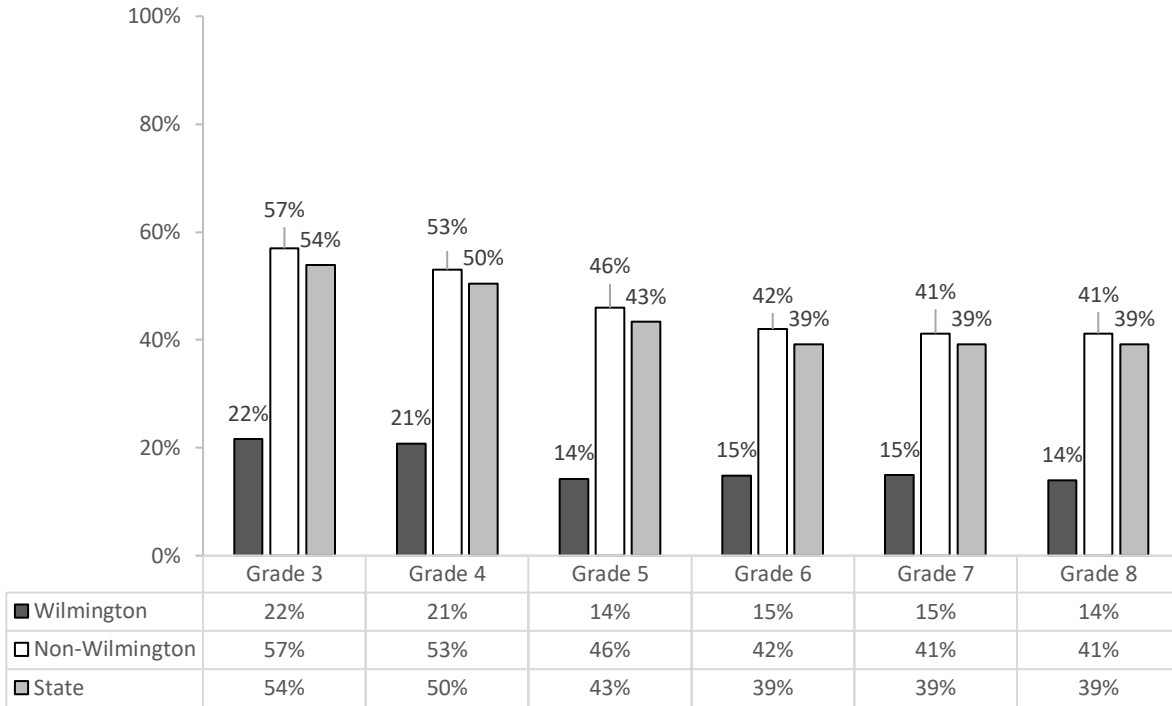
Source: Delaware Department of Education Data Set, 2019.

Figure 25: Proficiency in Math, All Non-Wilmington Students, 2015–2018 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2019.

Figure 26: Proficiency in Math, Wilmington and Non-Wilmington Students, 2018 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2019.

When examining grade level changes for non-Wilmington students, proficiency in math decreases as a student moves up each grade level. According to the data, the most notable decline in proficiency rate occurs between grades 4 and 5, decreasing by an average of 3.2 percentage points. The same trends hold true among students statewide. Rates of proficiency among students in Wilmington saw similar declines at each grade level, with rates dropping by an average of 2 percentage points at each grade level. Wilmington students generally achieved lower rates of proficiency than their non-Wilmington counterparts.

Students from Low-Income Families, Grade Level Disaggregated

Figures 27 and 28 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 27: Proficiency in ELA, Low-Income Students, 2017–18 (Grade Level Disaggregated)

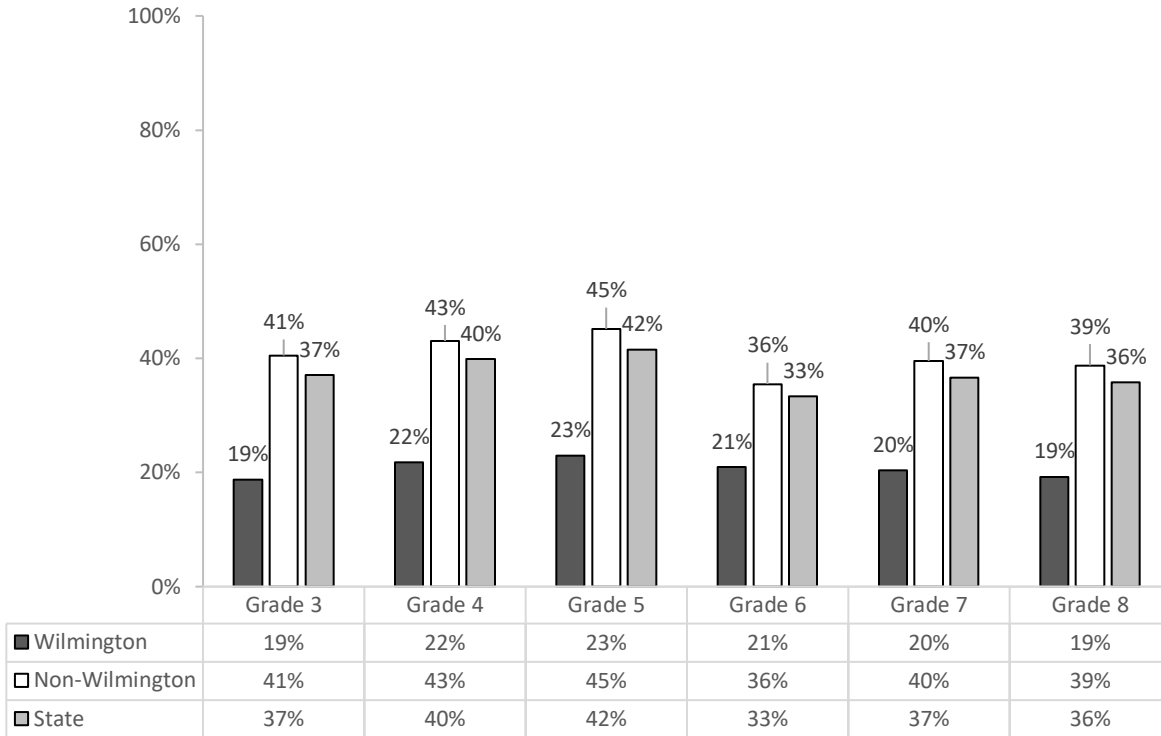
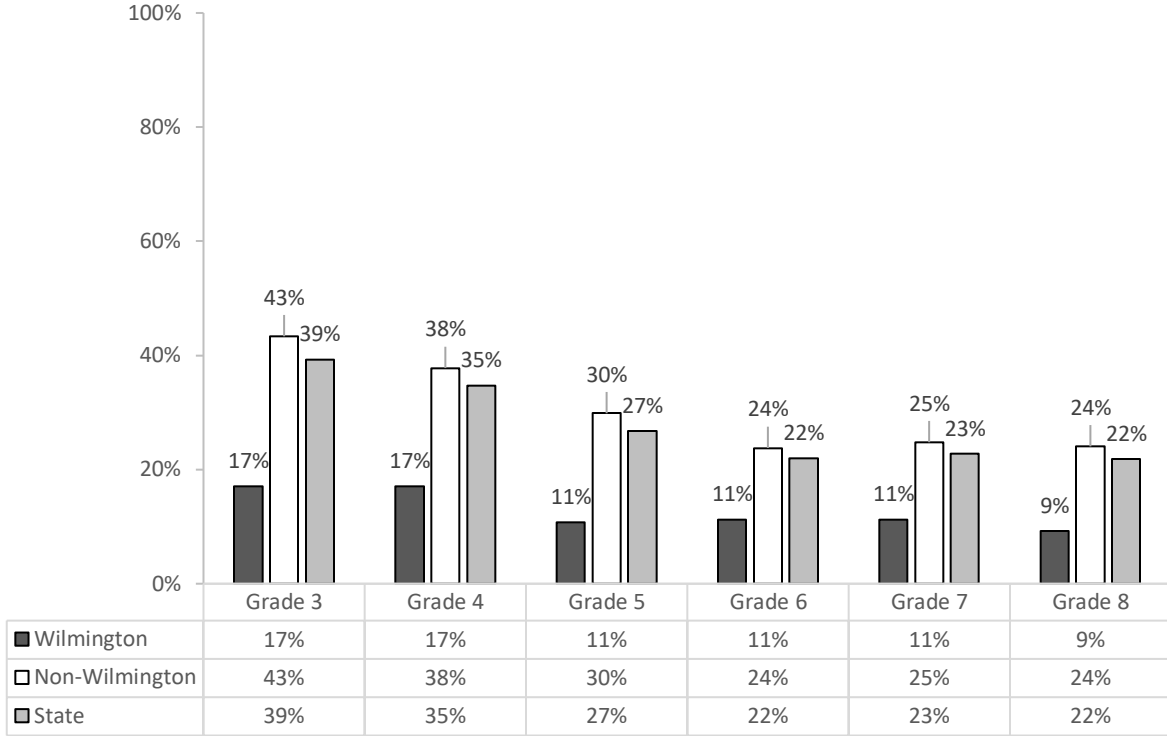


Figure 28: Proficiency in Math, Low-Income Students, 2017–18 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2019.

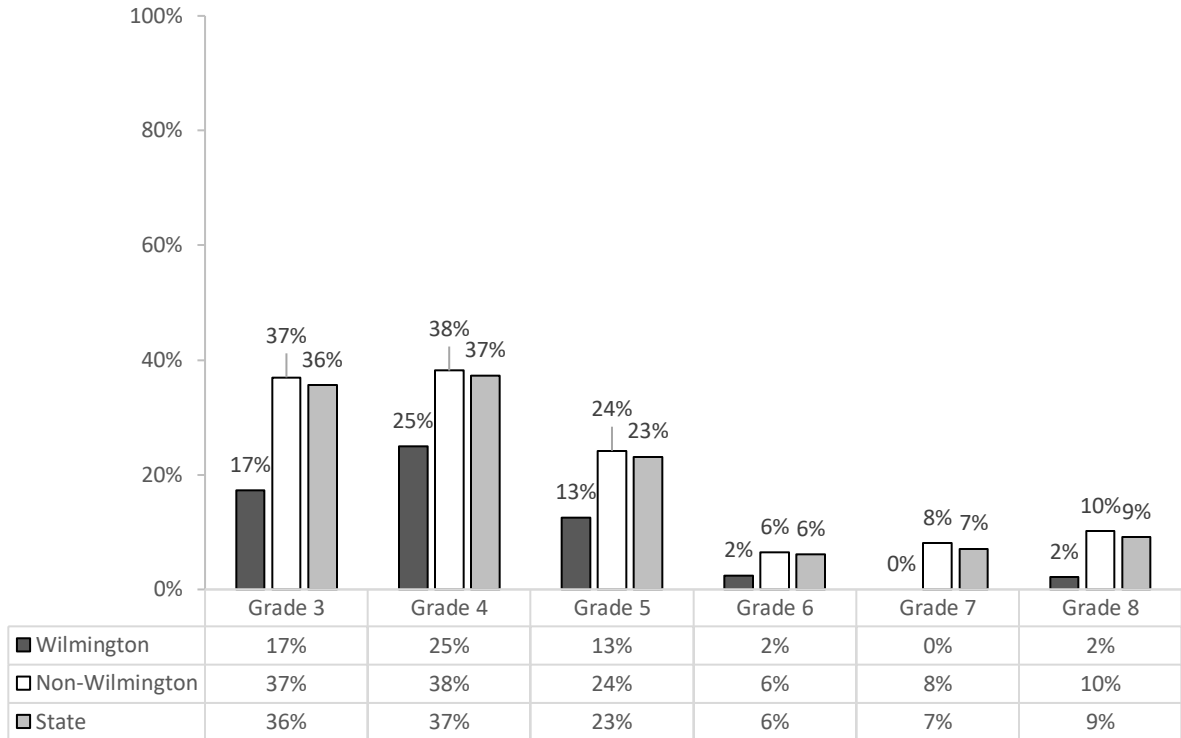
The same patterns of disparities held true among students of low-income families when comparing student proficiency rates in math and ELA for Wilmington, non-Wilmington, and the state. Math scores were observed as trending steadily downward as grade level increases. Similarly, ELA student proficiency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

A discernible difference was found 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 students and low-income students statewide.

English Learners, Grade Level Disaggregated

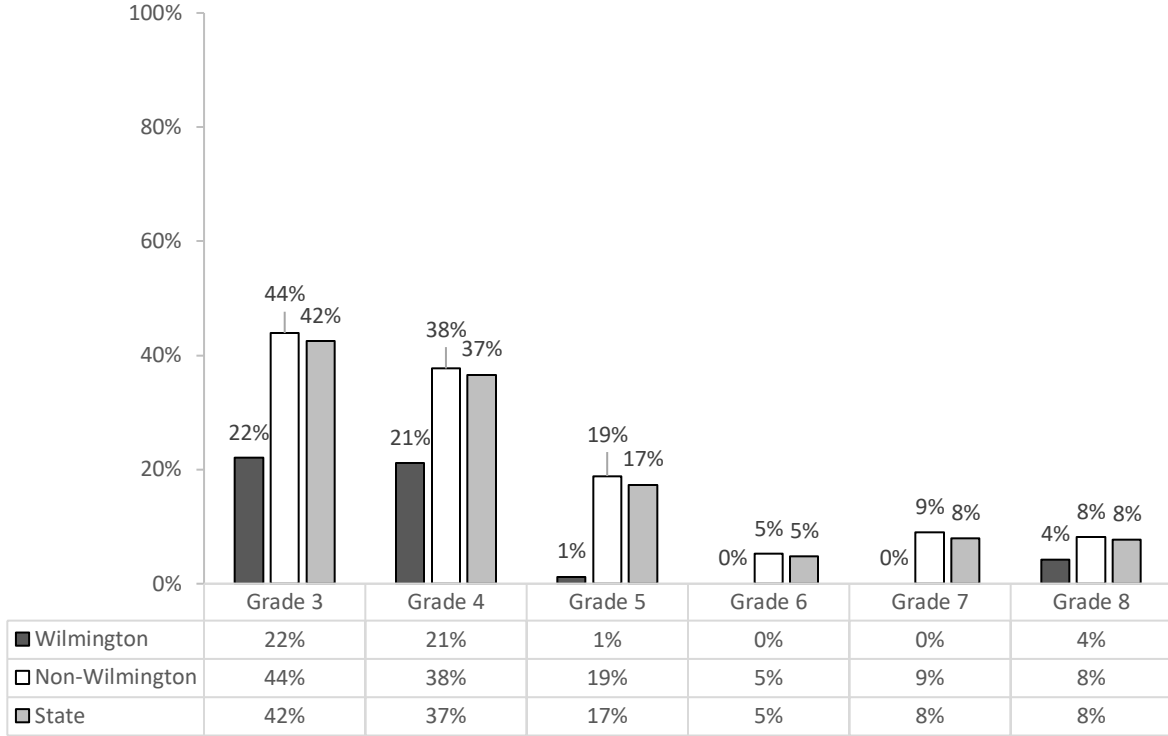
Figures 29 and 30 compare the proficiency on ELA and math assessments of all students to students categorized as English Learners (ELs) statewide and students categorized as ELs in the City of Wilmington.

Figure 29: Proficiency in ELA, EL Students, 2018 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2019.

Figure 30: Proficiency in Math, EL Students, 2018 (Grade Level Disaggregated)



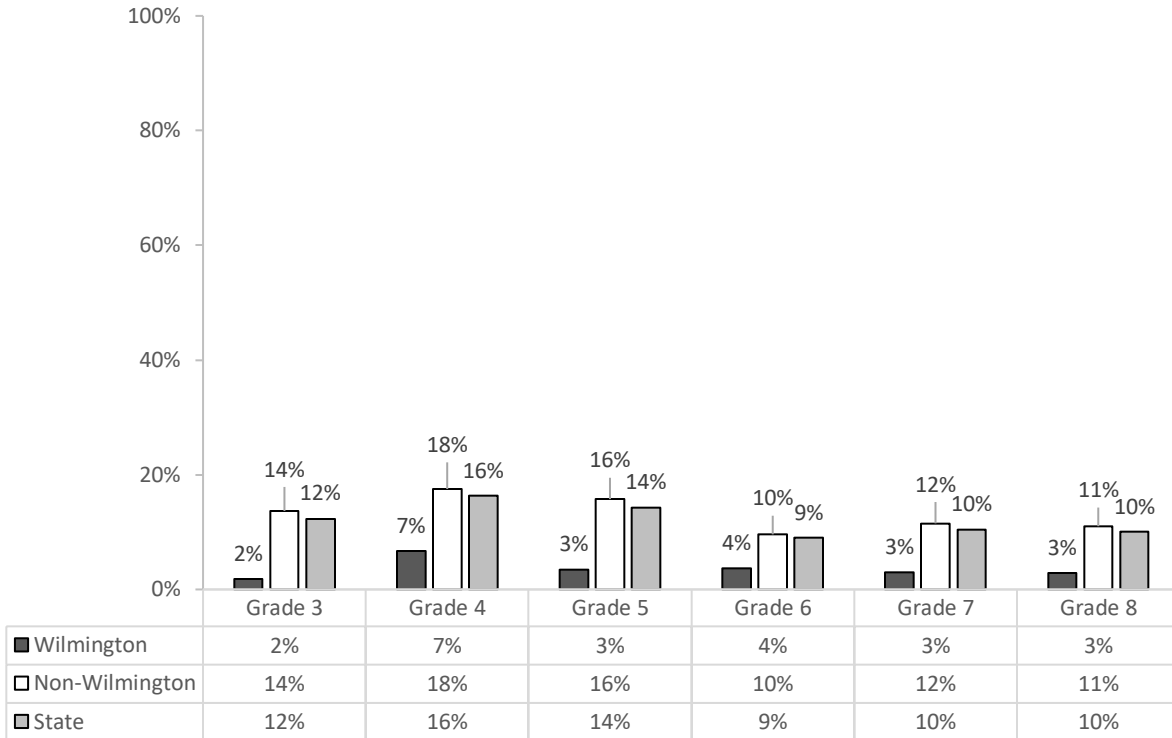
Source: Delaware Department of Education Data Set, 2019.

Unlike trends found among low-income students and students statewide, EL 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 on ELA tests, and between grades 5 and 6 on math tests, with observed proficiency rates among fifth grade EL students dropping to at least half of observed rates of third grade EL students. EL students in grade 6 have the lowest rates of proficiency between grade groups in both math and ELA. Wilmington EL students were also found to have markedly lower rates of student proficiency than their non-Wilmington counterparts.

Students with Disabilities

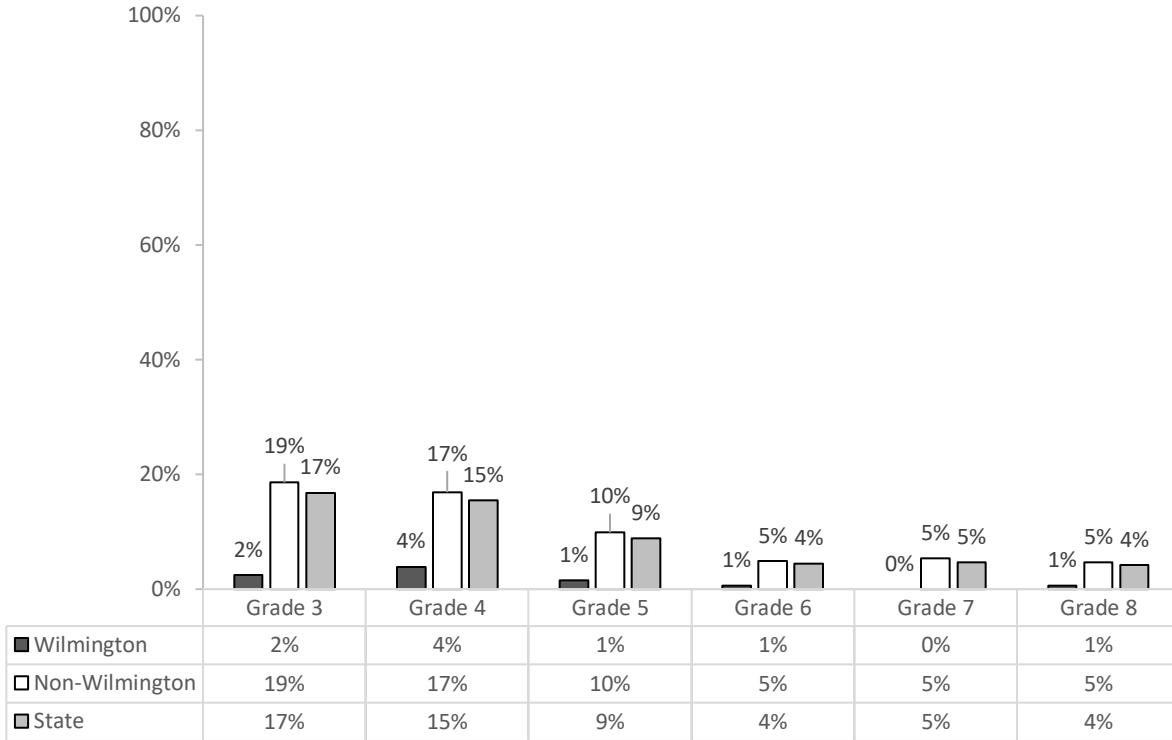
Figures 31 and 32 compare the proficiency rates on ELA and math assessments of all students characterized as having disabilities. The students are grouped according to their status as Wilmington or Non-Wilmington students.

Figure 31: Proficiency in ELA, Students with Disabilities, 2017–18 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2019.

Figure 32: Proficiency in Math, Student with Disabilities, Wilmington and Non-Wilmington, 2018 (Grade Level Disaggregated)



Source: Delaware Department of Education Data Set, 2019.

Trends in proficiency rates in math and ELA between grade levels among students with special needs were found to be similar to those seen among EL students. Unlike EL 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 percent or less in math, and all grades showing proficiency rates of 6 percent 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.

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.

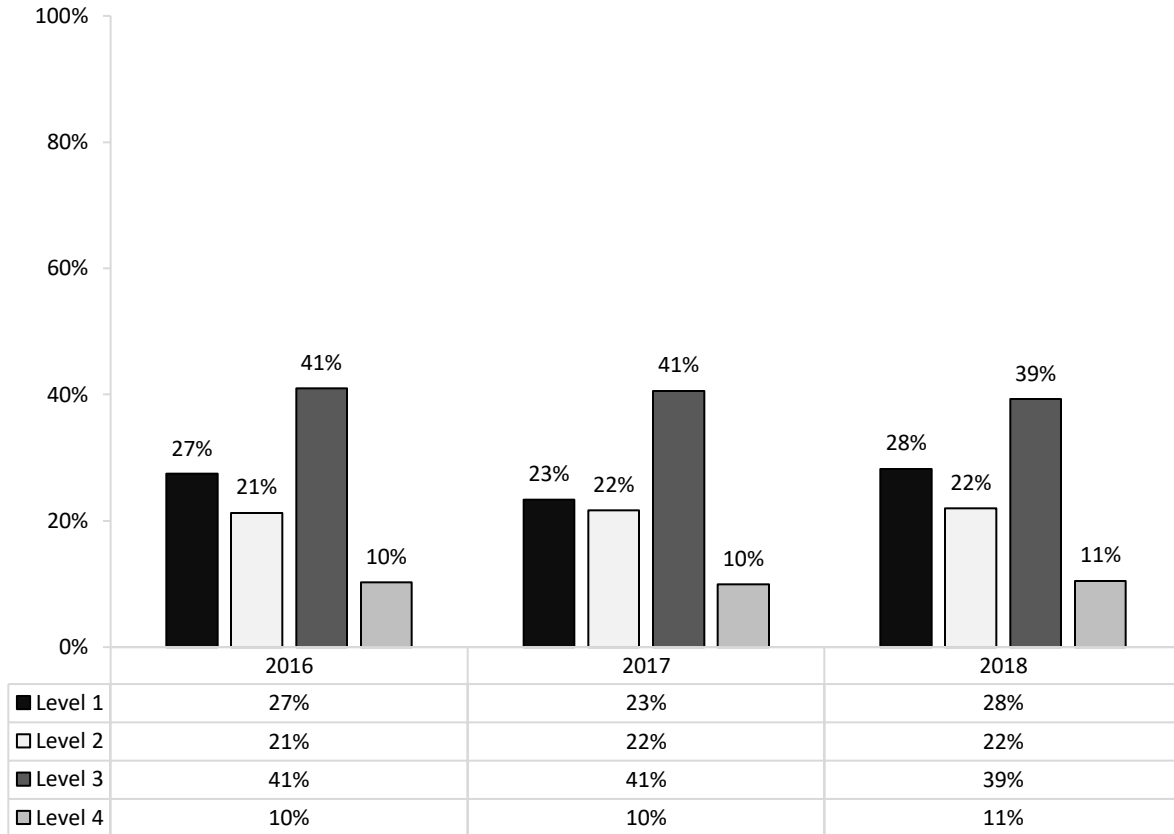
In 2016, the Delaware Department of Education (DDOE) replaced the Smarter Balanced Assessment Consortium with the SAT assessment for grade 11. The spring of 2017 marked the second year of administering the redesigned SAT assessment in high school.

Using the College Board’s benchmarks for the ERW and math section, DDOE established achievement Levels 1 to 4, with one being the lowest score, to report student performance on the ERW and math sections of the SAT in conjunction with the assessment scores. 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

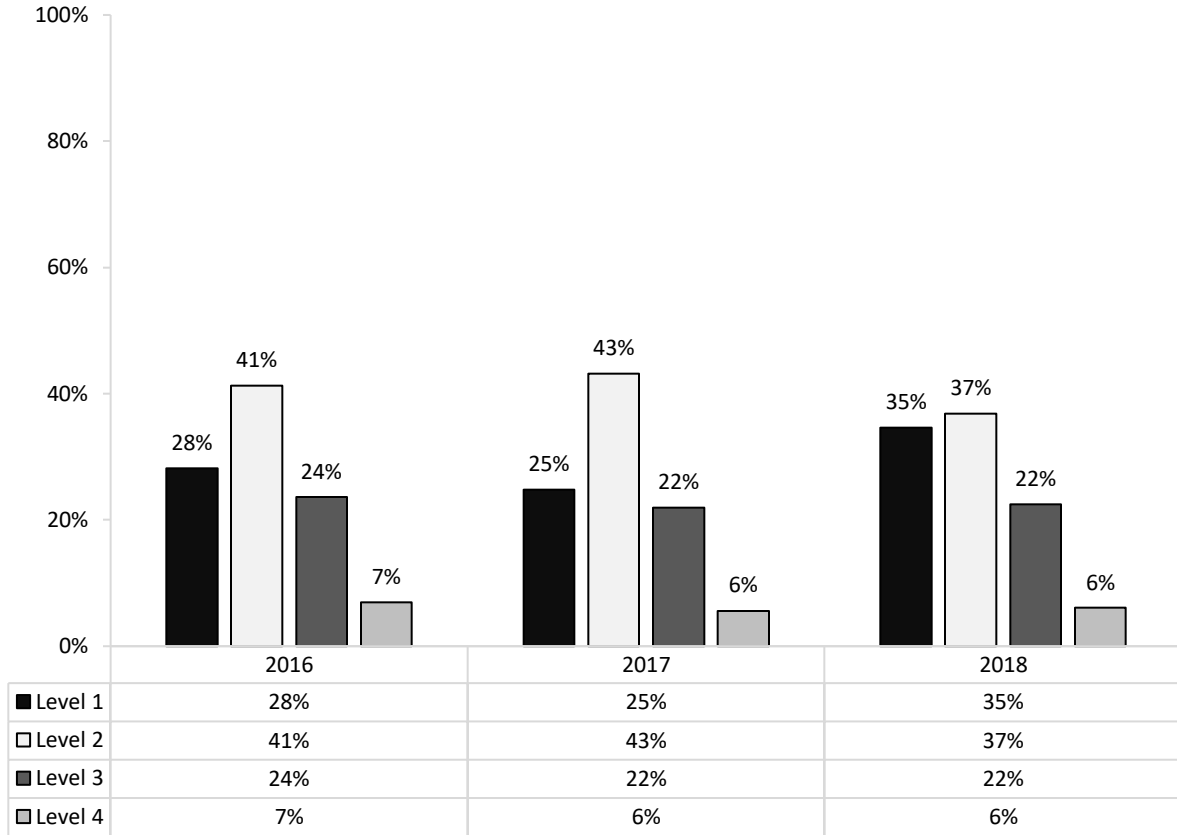
In this section, Figures 33 and 34 show the percent of students at each achievement level on the ERW and math sections statewide. Figures 35 and 36 show the demographic breakdown of student SAT scores in ERW and math statewide.

Figure 33: SAT Achievement Levels, ERW Section, All Students, 2016–2018



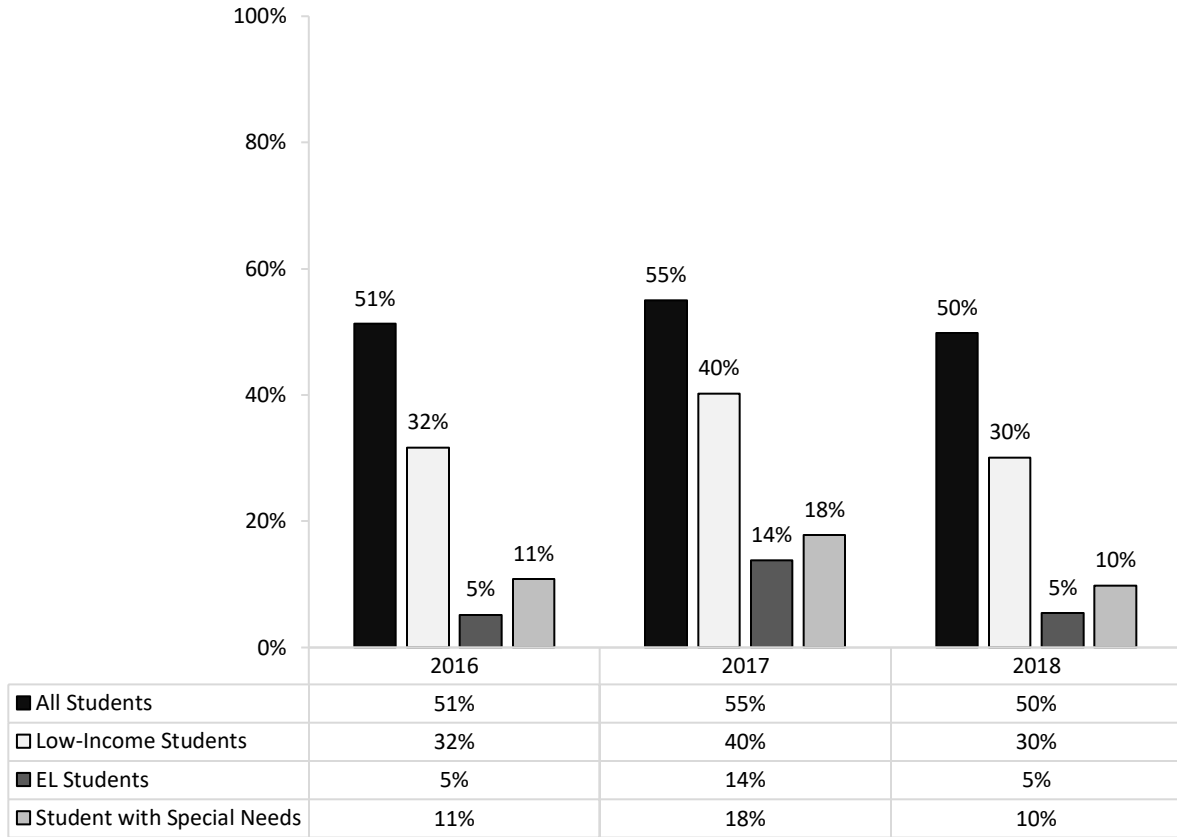
Source: Delaware Department of Education Data Set, 2019.

Figure 34: SAT Achievement Levels, Math Section, All Students, 2016–2018



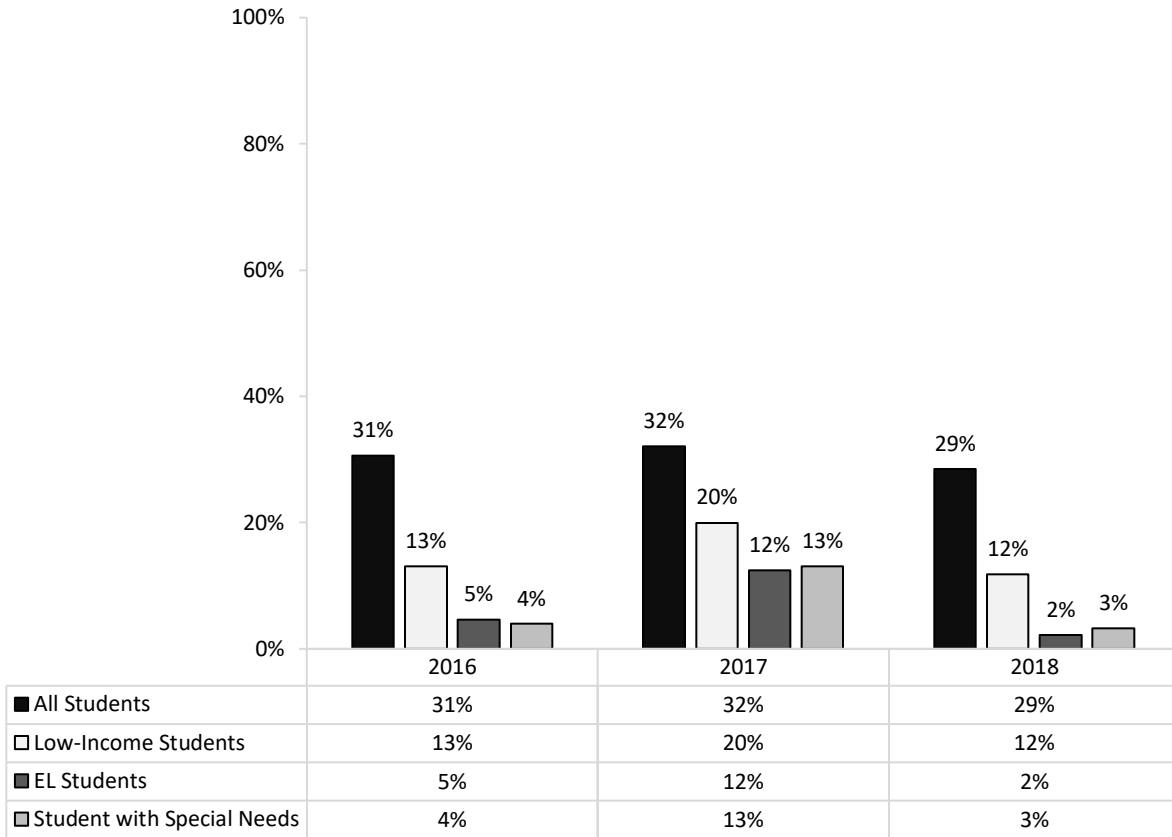
Source: Delaware Department of Education Data Set, 2019.

Figure 35: Students Meeting SAT Benchmarks, ERW Section, Statewide, All Students Demographic Breakdown, 2016–2018



Source: Delaware Department of Education Data Set, 2019.

Figure 36: Students Meeting SAT Benchmarks Score in Math, Statewide, All Students Demographic Breakdown, 2016–2017



Source: Delaware Department of Education Data Set, 2019.

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 2017–18 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 2016–17 to 2017–18.

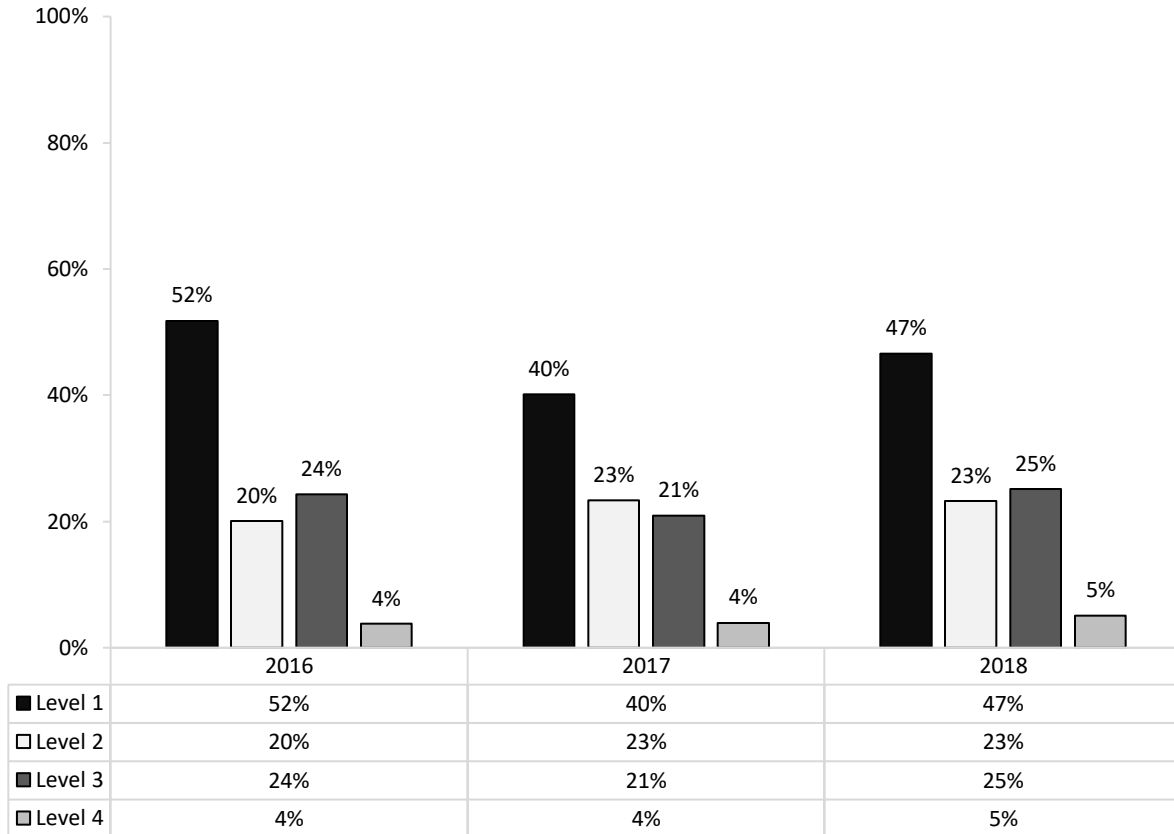
In the 2016–17 to 2017–18 school year, across demographic groups, EL students had the lowest rates of proficiency in ERW, between 5 and 6 percent. Students with disabilities were found to have the lowest proficiency rates on the math section, between 2 and 4 percent. Students from low-income families were the only demographic subgroup that saw no change in proficiency rates in math between the 2016–17 and 2017–18 academic years, the rate remained 13 percent. Statewide, rates of proficiency on the math section dropped by 2 percentage points in the same period, from 31 percent to 29 percent. The proficiency rates of all students in the state on the ERW section increased by 2 percentage points between the 2016–17 and 2017–18 academic years, from 51 percent to 53 percent. EL and low-income students across the state saw slight increases in ERW proficiency rates between 2016–17 and 2017–18, while students with disabilities were found to meet college and career readiness benchmarks at a slightly lower rate. On the math section, students with disabilities have the lowest rates of proficiency

among the demographic subgroups examined, and scores on the section declined between the 2016–17 and 2017–18 academic years.

ERW SAT Performance

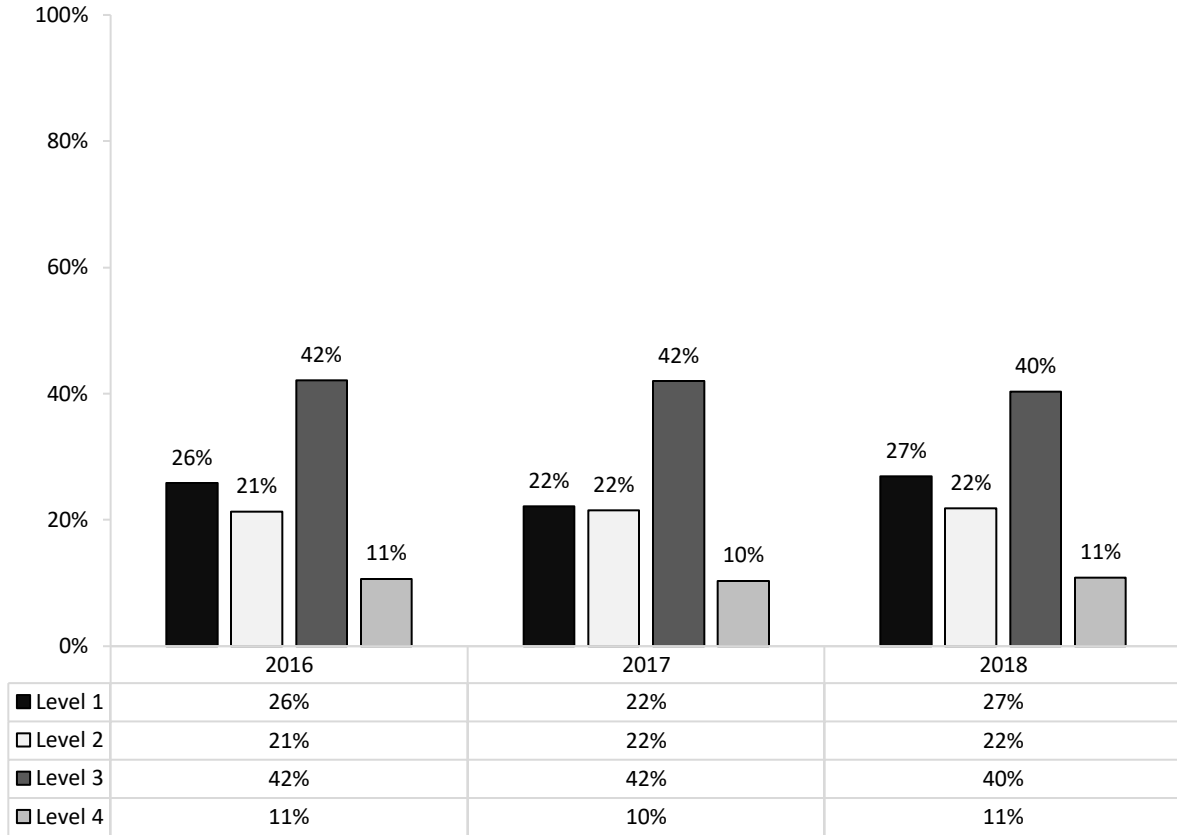
In this section, Figures 37, 38, and 39 examine student achievement on the ERW section of the SAT for Wilmington students and non-Wilmington students and provides a comparison of Wilmington and non-Wilmington student achievement.

Figure 37: SAT Achievement Levels, ERW Section, Wilmington Students, 2016–2018



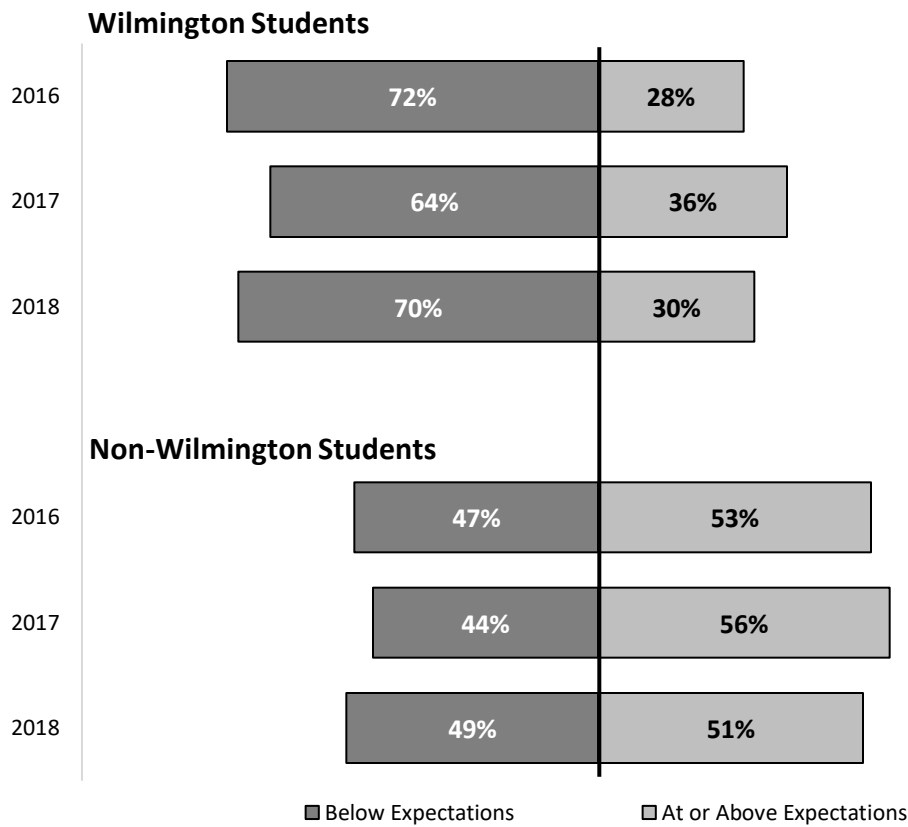
Source: Delaware Department of Education Data Set, 2019.

Figure 38: SAT Achievement Levels, ERW Section, Non-Wilmington Students, 2016–2017



Source: Delaware Department of Education Data Set, 2019.

Figure 39: Students Meeting SAT Benchmarks, ERW Section, Wilmington and Non-Wilmington Students, 2016–2018



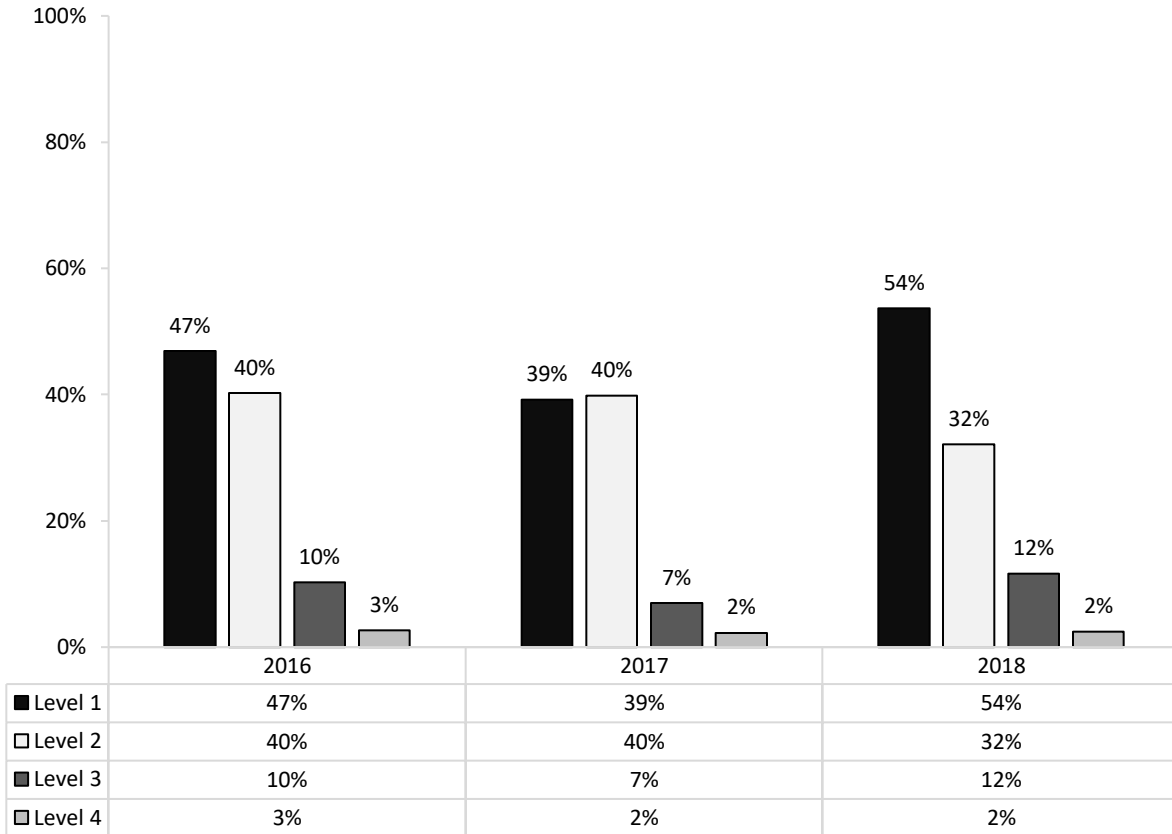
Source: Delaware Department of Education Data Set, 2019.

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 2016–17 and 2017–18 testing cycles, only 28 percent of Wilmington students met or exceeded achievement levels on the ERW section of the SAT compared to non-Wilmington students who displayed 53 percent proficiency with a 2 percentage point increase in the 2017–18 testing cycle. Rates of proficiency among Non-Wilmington students were nearly two times higher than those seen among Wilmington students.

Math SAT Performance

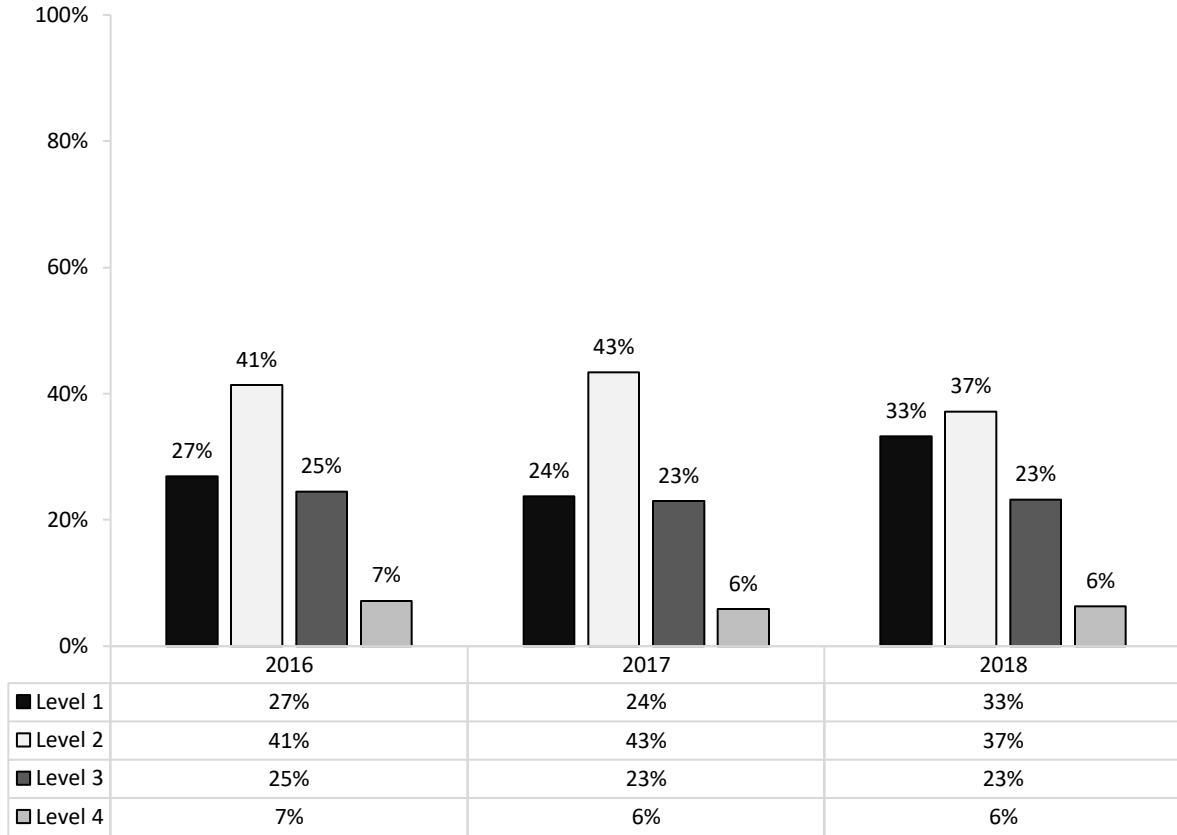
In this section, Figures 40, 41, and 42 examine the percentage of students meeting each standard on the math section of the SAT for Wilmington students and non-Wilmington students and provides a comparison of Wilmington and non-Wilmington student achievement.

Figure 40: SAT Achievement Levels, Math Section, Wilmington Students, 2016–2018



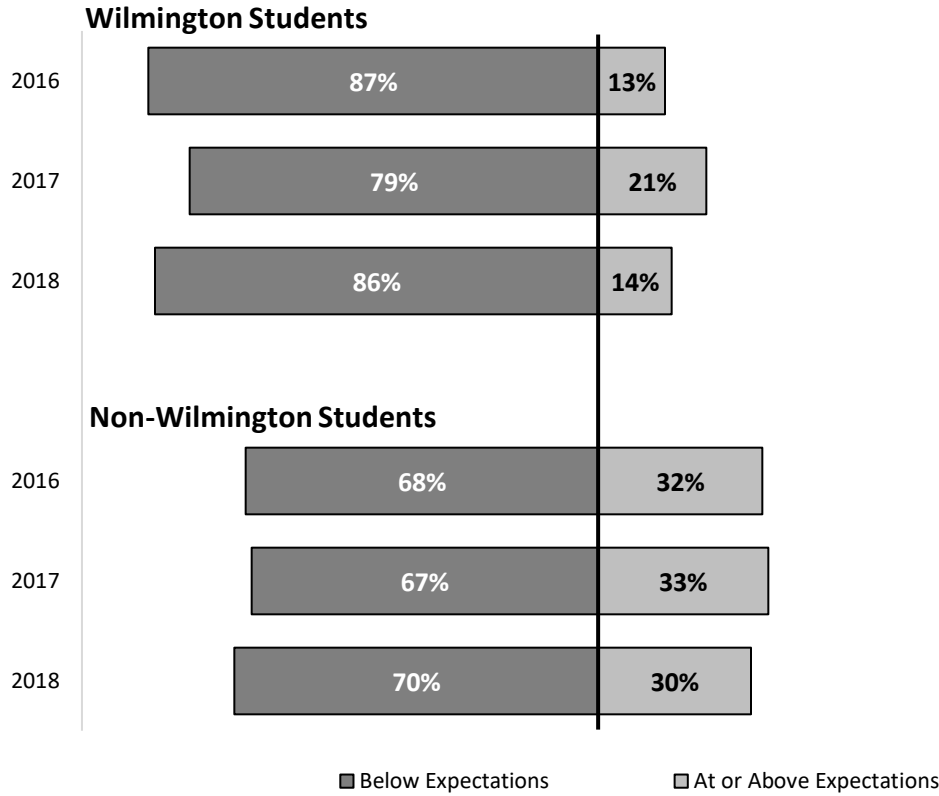
Source: Delaware Department of Education Data Set, 2019.

Figure 41: SAT Achievement Levels, Math Section, Non-Wilmington Students, 2016–2018



Source: Delaware Department of Education Data Set, 2019.

Figure 42: Students Meeting SAT Benchmarks, Math Section, Wilmington and Non-Wilmington Students, 2016–2018



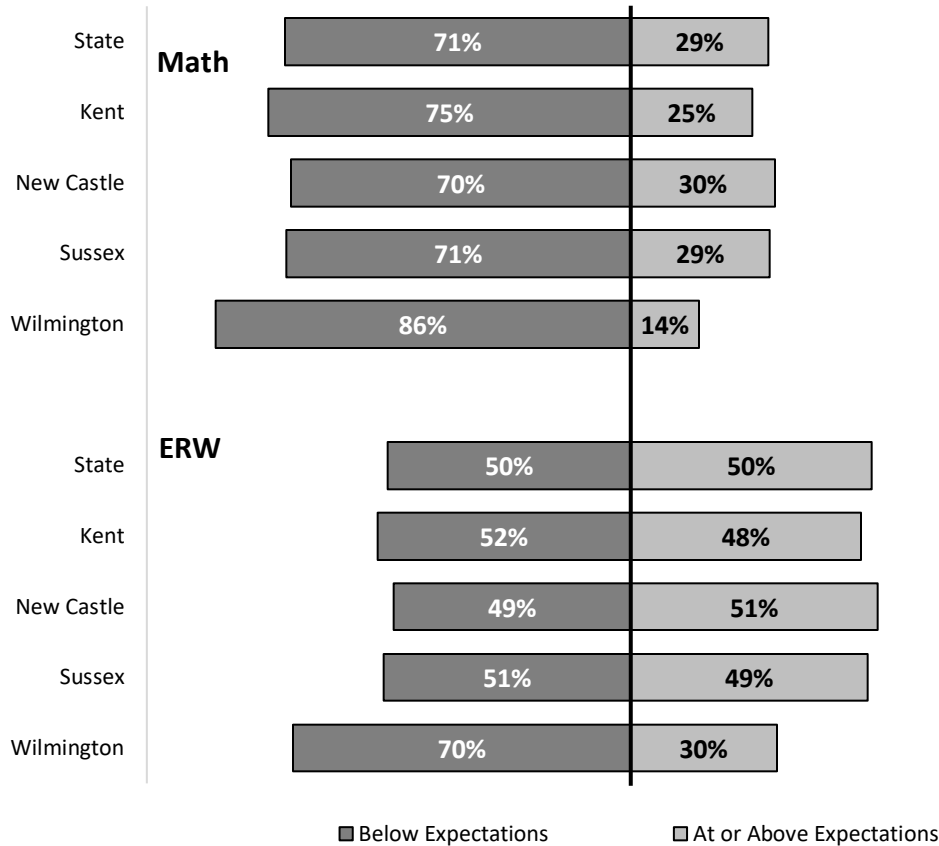
Source: Delaware Department of Education Data Set, 2019.

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 2016–17 testing cycle, only 13 percent of Wilmington students met or exceeded achievement levels on the math section of the SAT, which decreased to 11 percent in the 2017–18 testing cycle. Non-Wilmington proficiency scores also decreased between the 2016–17 and 2017–18 testing cycles; however, non-Wilmington students were more than twice as likely to meet or exceed college and career readiness benchmarks.

County Comparison

In this section, Figure 43 shows the county comparisons for SAT Benchmarks in the ERW section. Figure 44 shows the county comparisons for SAT Benchmarks in the math section.

Figure 43: All Student Proficiency, County Comparisons, SAT, 2018



Source: Delaware Department of Education Data Set, 2019.
 All New Castle County data include City of Wilmington Students.

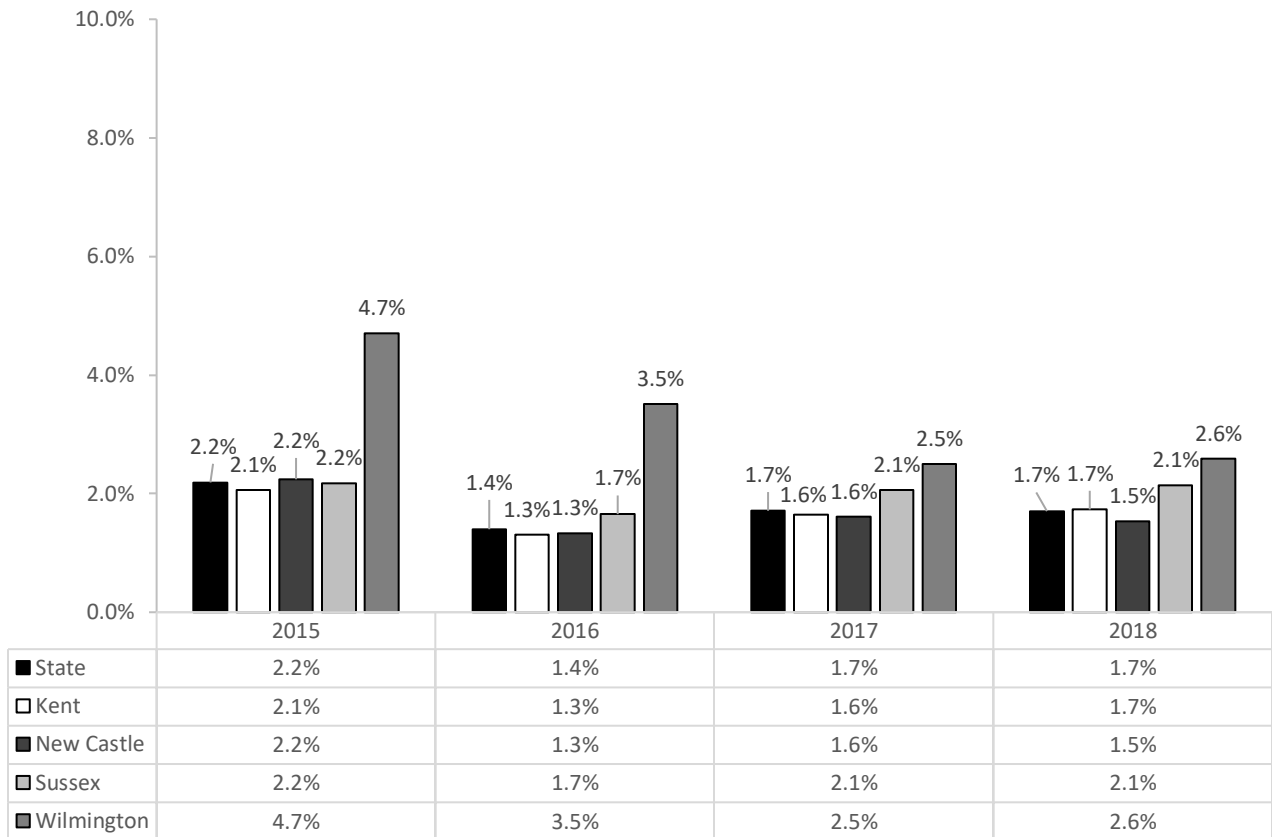
Comparisons of average ERW section scores between students in Delaware’s three counties found that little change in proficiency rates occurred between the 2016–17 and 2017–18 testing cycles. In 2017–18, students in Kent and New Castle Counties were found to have relatively similar proficiency rates, while the rates at which students in Sussex met prescribed benchmarks was 2 to 5 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 2016–17 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 2016–17 testing cycle. The 2017–18 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 2017–18 cycle, with the sharpest decline in proficiency rates occurring in New Castle County.

Section IV: Dropout Rates

Test scores are not the only indicator of student academic success; dropout rates are another indicator. This rate is measured by calculating the proportion of students of a given cohort that opt to discontinue their formal education. In Delaware, students can decide to drop out of school at the age of 16 with permission from their parents, or at the age of majority (age 18) should parental permission not be provided. In the following analysis, dropout rates were calculated as the proportion of students of a given group or demographic that have opted to discontinue their formal education in a single school year, which is in accordance with the Delaware Department of Education.² In the following section, Figures 44, 45, and 46, examine dropout rates of Wilmington students compared to state, county, and non-Wilmington students, and those of students from low-income families.

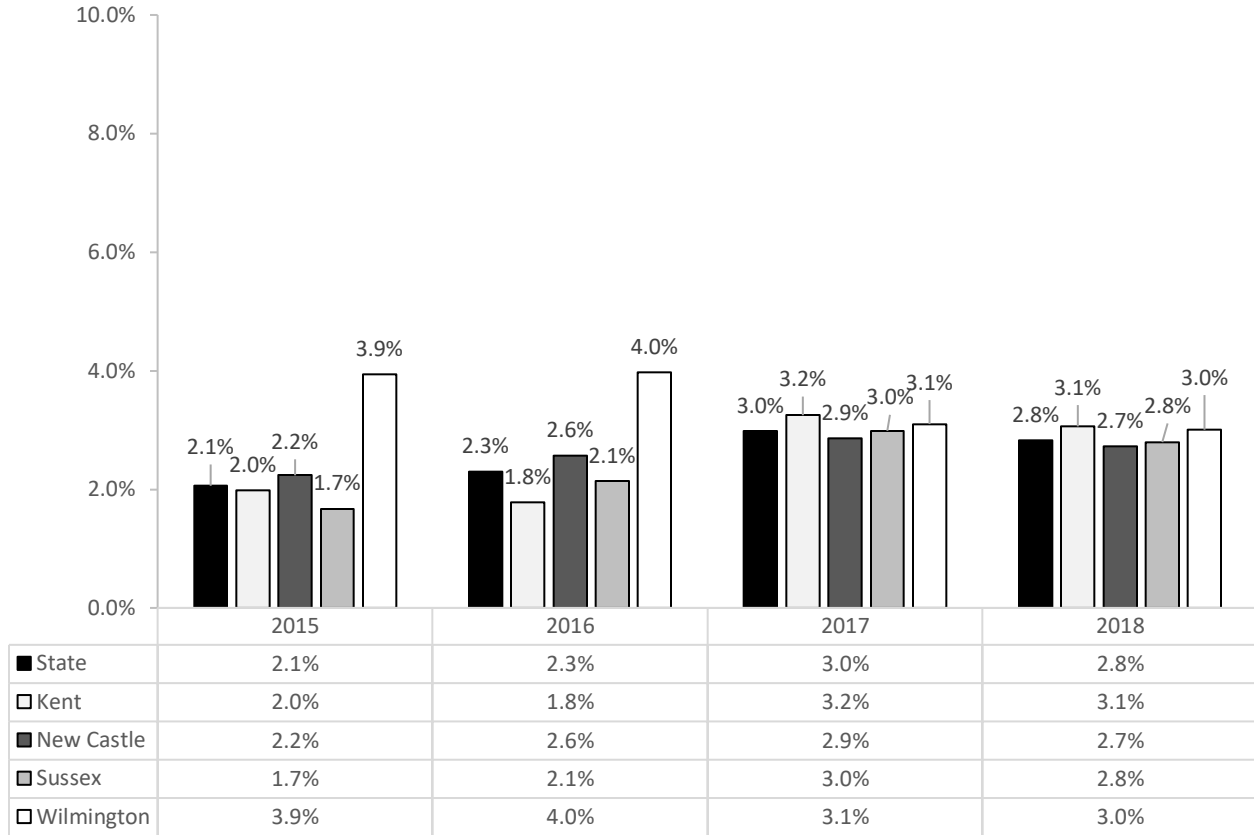
Figure 44: High-School Dropout Rates, Students in Wilmington and Statewide, 2015–2018



Source: Delaware Department of Education Data Set, 2019.
 All New Castle County data include City of Wilmington Students.

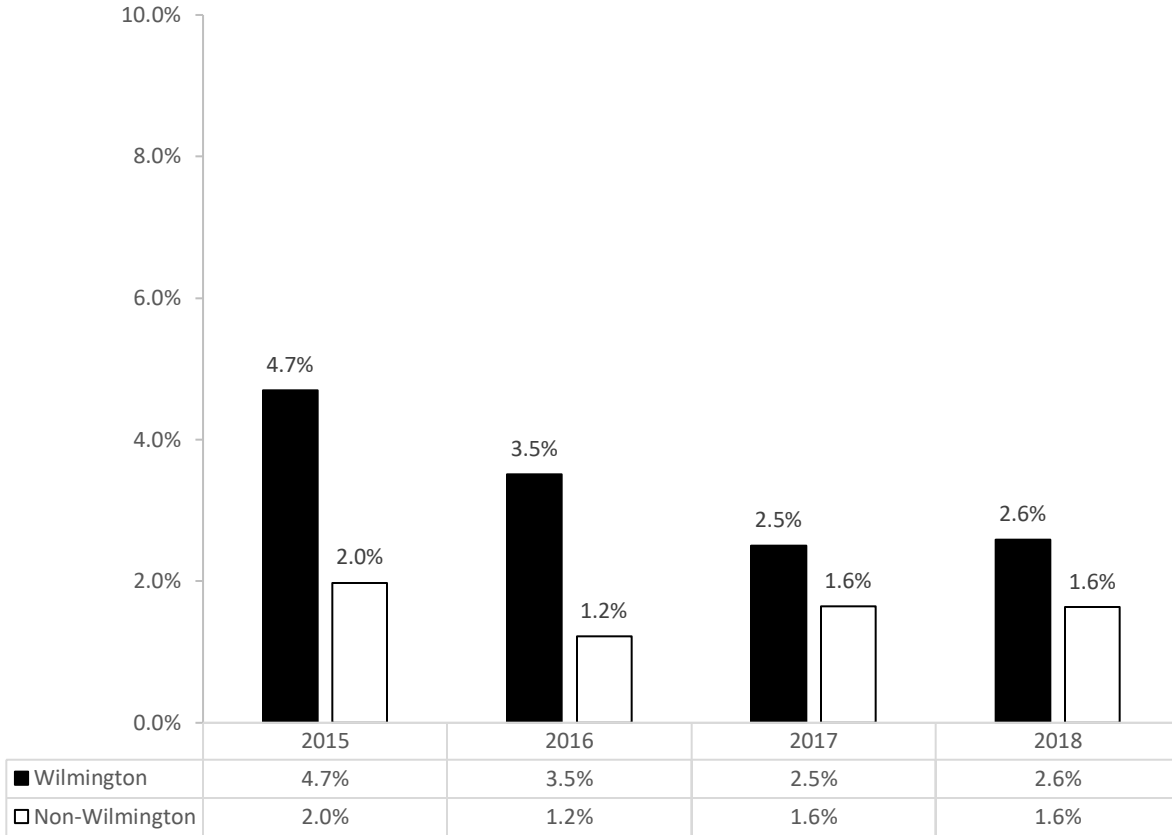
² Delaware Department of Education. (June 20, 2019). Delaware summary of 2017-2018 graduation and dropout data. Retrieved from: <https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/467/GraduationandDropoutSummary.2017-18.pdf>

Figure 45: High-School Dropout Rates, Low-Income Students in Wilmington and Statewide, 2015–2018



Source: Delaware Department of Education Data Set, 2019.
 All New Castle County data include City of Wilmington Students.

Figure 46: High-School Dropout Rates, Wilmington and Non-Wilmington Students, 2015–2018



Source: Delaware Department of Education Data Set, 2019.

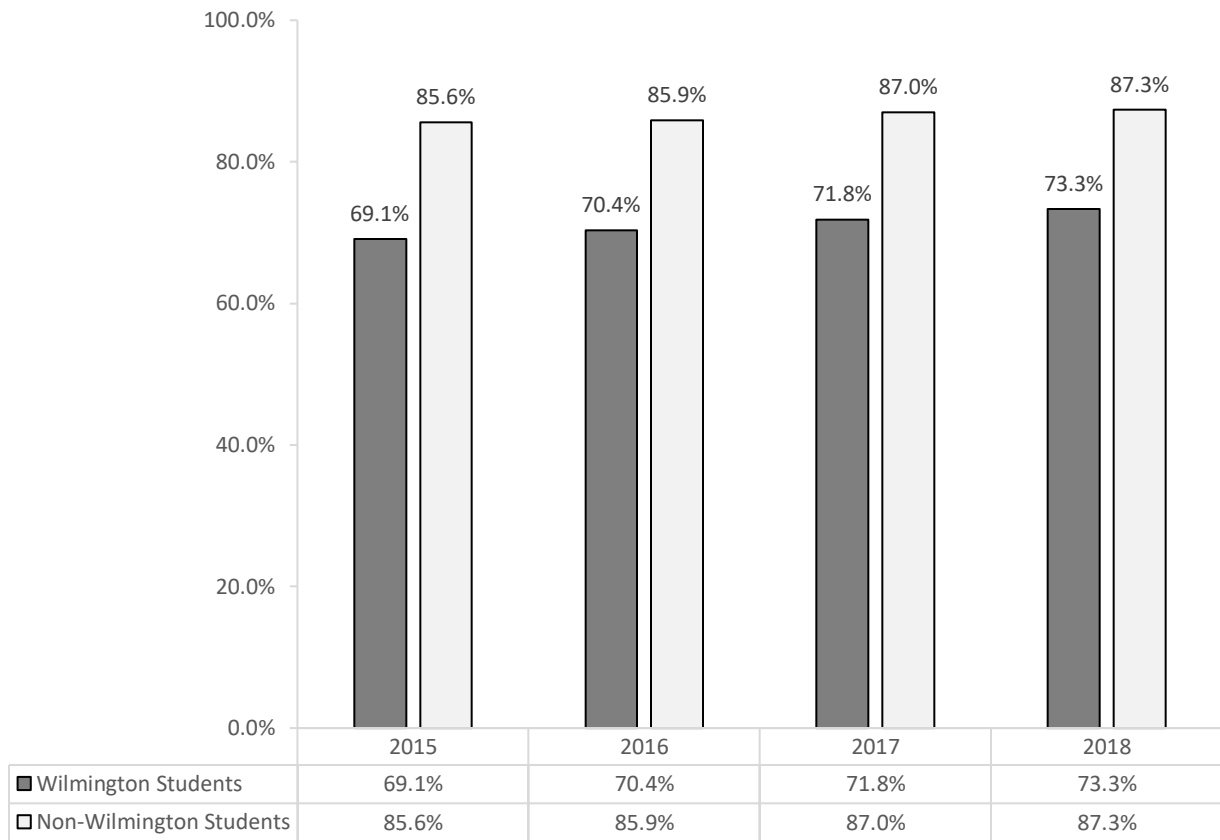
There has been a decline in the statewide high-school dropout rate since 2015. Trends in high-school dropout rates among Wilmington high-school students were consistent with statewide trends for such rates, showing noticeable declines during that period. The dropout rate for Wilmington students has been consistently higher than that of the state in that timeframe. When comparing the high-school dropout rates of Wilmington high-school students to those of non-Wilmington students from 2015 through 2018, Wilmington students experienced noticeably higher dropout rates. Delaware’s low-income high-school student population left school at rates that fluctuated between 1 percent and 2 percent from 2015–2018, with a rate of 1.7 percent in 2018. Dropout rates among Wilmington students also declined steadily during that time. The same trend holds true when comparing Wilmington students to their non-Wilmington peers, with the non-Wilmington rate being 1.6 percent compared to the Wilmington student rate at 2.6 percent.

Section V: Graduation Rates

Another indicator of student success is the rate of school completion among students within classes, or cohorts. Delaware uses the *four-year adjusted cohort graduation rate*, which measures the number and percentage of cohort members who earned a regular high school diploma within four years or less.³ 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.

In this section, Figures 47 through 50 examine the graduation rates for Wilmington students, non-Wilmington students, and students from low-income families statewide.

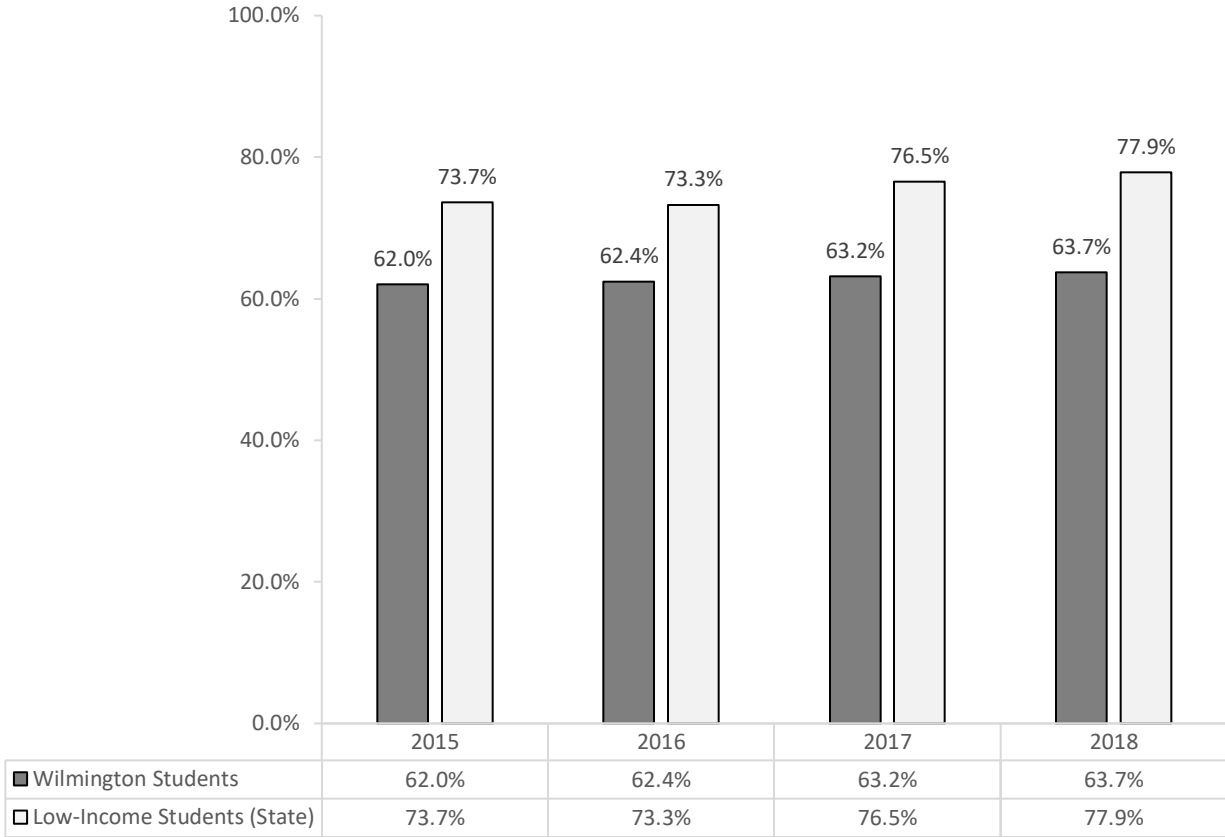
Figure 47: High-School Graduation Rates, Wilmington and Non-Wilmington Students Comparison, 2015–2018



Source: Delaware Department of Education Data Set, 2019.

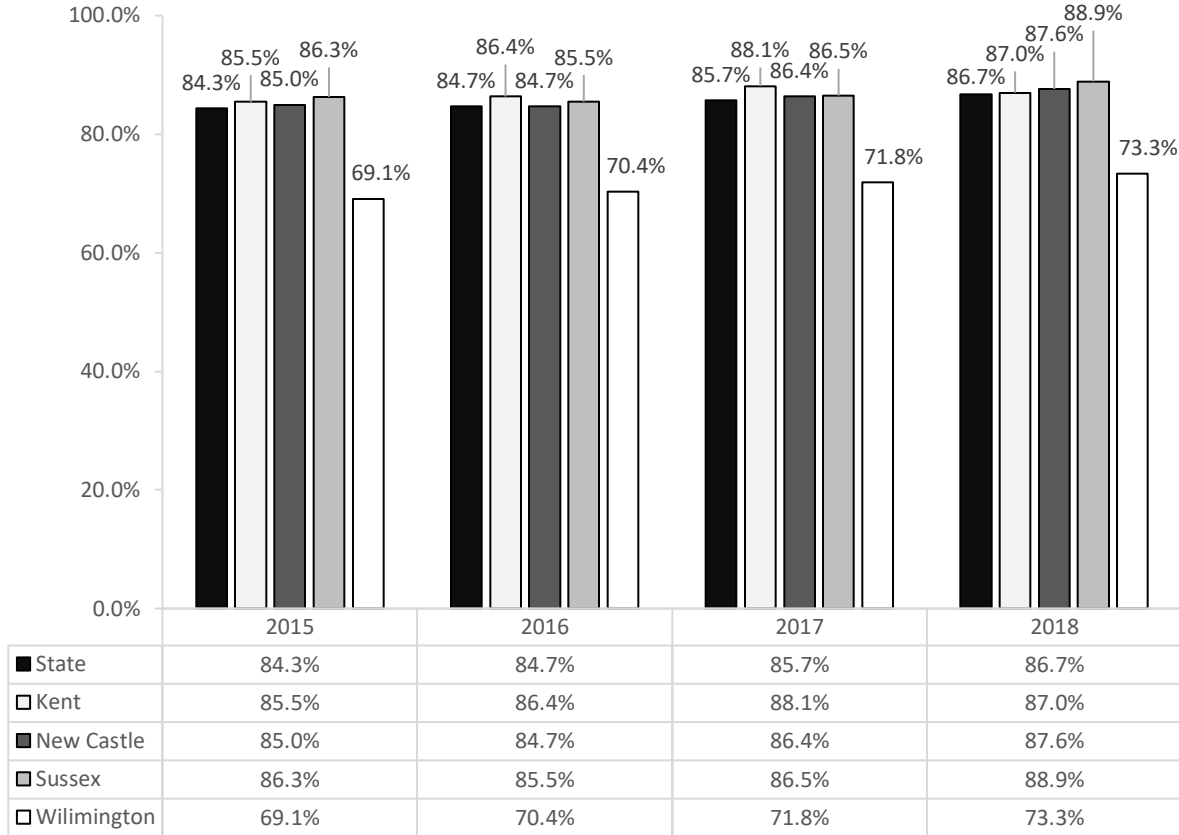
³ Delaware Department of Education. (July 19, 2019). High School Graduation Rates. Retrieved from: <https://www.doe.k12.de.us/Page/1523>

Figure 48: High-School Graduation Rates, State and Wilmington Low-Income Student Comparison, 2015–2018



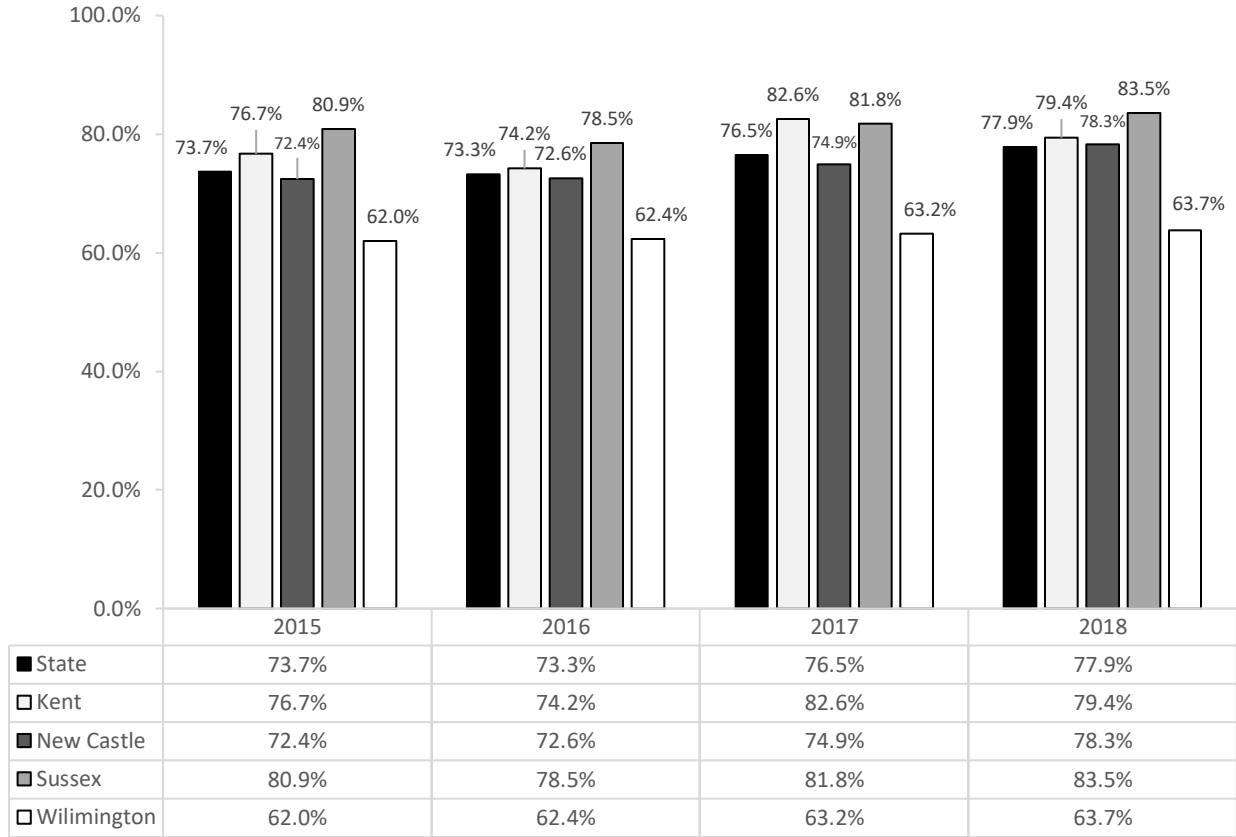
Source: Delaware Department of Education Data Set, 2019.

Figure 49: High School Graduation Rates; Wilmington, County, and State Student Comparison; 2015–2018



Source: Delaware Department of Education Data Set, 2019.
 All New Castle County data include City of Wilmington Students.

Figure 50: High School Graduation Rates, County and State Low-Income Student Comparison, 2015–2018



Source: Delaware Department of Education Data Set, 2019.
 All New Castle County data include City of Wilmington Students.

The graduation rates for all Delaware students decreased slightly between 2015 and 2016, but appear to now be on an, overall, positive trajectory. There is a considerable disparity between Wilmington students and their peers. 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, as shown in Figure 49. When comparing graduation rates for Wilmington students to graduation rates for students from low-income families across the state, the graduation rates for Wilmington students is lower than the graduation rates for students from low-income families statewide, as shown in Figure 50.

Section VI: Conclusion and Key Findings

Despite statewide improvements in some areas, the overall trends remain the same as previously reported: 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 percent of Wilmington students compared to 57 percent of non-Wilmington students met or exceeded state standards on the 2018 English Language Arts (ELA) Smarter Balanced Assessment. There was no change in performance for both Wilmington and non-Wilmington students from the previous years.
- Approximately 17 percent of Wilmington students compared to 47 percent of non-Wilmington students met or exceeded state standards on the 2018 math Smarter Balanced Assessment. Performance of Wilmington students remained unchanged; however, the performance of non-Wilmington student decreased by one percentage point from the previous year.
- In grade disaggregated comparisons, many of the same trends found between Wilmington and non-Wilmington students remained true. Similar to the previous year, there was a noticeable decline in proficiency rates from fifth to sixth grade on state ELA tests. On math exams, proficiency rates among all students considered declined from third to sixth grade, followed by stagnation in proficiency rates among seventh- and eighth-grade students.
- Approximately 30 percent of Wilmington students, compared to 51 percent of non-Wilmington students met or exceeded college and career readiness benchmarks in Evidence-Based Reading and Writing on the SAT in 2018. These figures represent a five and six percent decrease in proficiency rates, respectively.
- Approximately 14 percent of Wilmington students, compared to 30 percent of non-Wilmington students met or exceeded college and career readiness benchmarks in math on the SAT in 2018. These figures represent a decrease from the previous years.

The Consortium 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 Wilmington students, students from low-income families, English Learners, and students with disabilities. 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.

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 Vocational-Technical School District	Wilmington	New Castle
Charter Schools		
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
Edison (Thomas A.) Charter School	Wilmington	New Castle
Delaware Military Academy	Wilmington	New Castle
Charter School of New Castle	New Castle	New Castle
Kuumba Academy Charter School	Wilmington	New Castle
Odyssey Charter School	Wilmington	New Castle
MOT Charter School	Middletown	New Castle
Charter Schools, cont.		
Newark Charter School	Newark	New Castle
Gateway Lab School	Wilmington	New Castle
Academia Antonia Alonso	Wilmington	New Castle

District	City	County
First State Montessori Academy	Wilmington	New Castle
Design Thinking Academy	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