

Redding Consortium for Educational Equity

Status of Wilmington Education for the 2021–2022 School Year

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Prepared by the
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Table of Contents

Introduction 1

Authors and Report Preparation 1

Executive Summary2

Key Findings.....2

Section I: Wilmington Student Demographics and Public Schools2

Section II: Student Proficiency3

 Wilmington and Non-Wilmington Students3

 Students from Low-Income Families3

 English Learners.....3

 Students with Disabilities.....3

Section III: Dropout Rates4

Section IV: Graduation Rates.....4

Data and Definitions4

 Student Enrollment & Classification4

 Student Performance.....5

Section I: Wilmington Student Demographics and Public Schools 6

Wilmington Student Enrollment 7

Section II: Student Proficiency..... 11

COVID-19 Impact on Test Participation.....11

Student Proficiency in English Language Arts..... 12

 Summary of Student Proficiency in English Language Arts on the SBAC..... 13

 Summary of Student Proficiency in Evidence-Based Reading and Writing on the SAT 15

Student Proficiency in Math 16

 Summary of Student Proficiency in Math on the SBAC 17

 Summary of Student Proficiency in Math on the SAT 19

Students from Low-Income Families.....20

 Summary of Student Proficiency in English Language Arts on the SBAC for Students from Low-Income Families 21

 Summary of Student Proficiency in Evidence-Based Reading and Writing on the SAT for Students from Low-Income Families23

 Summary of Student Proficiency in Math on the SBAC for Students from Low-Income Families24

 Summary of Student Proficiency in Math on the SAT for Students from Low-Income Families..... 25

English Learners 26

 Summary of Student Proficiency in English Language Arts on the SBAC for English Learners 27

 Summary of Student Proficiency in Math on the SBAC for English Learners29

Section III: Dropout Data..... 30

 Summary of High School Dropout Data..... 31

Section IV: Graduation Data32

 Summary of High School Graduation Data34

Section V: Conclusion and Key Findings 35

Preface and Acknowledgements

The Redding Consortium for Educational Equity (Redding Consortium) was created in 2019 to recommend policies and practices to the Governor and General Assembly that will achieve educational equity and improve educational outcomes for all Pre-K–12 students in the City of Wilmington and northern New Castle County, Delaware.

The Redding Consortium for Educational Equity is the sixth group, since 2001, charged with addressing equity and governance issues for Wilmington and northern New Castle County, Delaware school systems through state-level policymaking. The Redding Consortium as a body is collectively working to address structural inequities in education and improve educational outcomes for Delaware students.

While there are numerous valued contributors, a special thanks goes to:

- **Governor John Carney** for his willingness to continue the fight for all students in Delaware.
- **Secretary of Education Mark Holodick** for his leadership in education.
- **The Delaware General Assembly** for its leadership and support of the pursuit for educational equity.
- **All members of the Consortium and its Work Groups** for their commitment and dedication to improving the Delaware education system so that it benefits all students.
- **The staff and students** of the Institute for Public Administration (IPA) at the University of Delaware and Delaware State University for providing outstanding support to the operations and research of the Consortium.

Without you, this work would not be possible.

Senator S. Elizabeth "Tizzy" Lockman & Matthew Denn

Co-Chairs, Redding Consortium for Educational Equity

This report was edited and formatted by Communications Advisor and IPA Associate Policy Scientist, Sarah Marshall. IPA is led by Director Jerome Lewis, Ph.D., and addresses the policy, planning, and management needs of its partners through the integration of applied research, professional development, and the education of tomorrow's leaders. Learn more at www.ipa.udel.edu.

Introduction

Prepared by the University of Delaware’s Institute for Public Administration (IPA), in partnership with Delaware State University, 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 2021–22 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 students from low-income families, English Learners (ELs), and other students from under-resourced communities in the City of Wilmington and across northern New Castle County. To better support Wilmington students, the Redding Consortium is helping expand opportunities for wraparound services (both in and out of school) and providing more full-day preschool by funding Redding-supported programming at local schools, community centers, and childcare centers.

This data report is the only report in Delaware monitoring the educational progress of Wilmington students as a whole and evaluating the needs and performance of students who are from low-income families 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 opportunity gaps that disproportionately affect students from low-income families, ELs, and other students from under-resourced communities in Wilmington and across Delaware.

Due to the disruptions caused by the COVID-19 pandemic, student achievement data from the 2019–20 school year are unavailable, and direct comparisons of the 2020–21 data to previous school years may not be appropriate. Previous year data are included in this report for posterity and to understand the impact the pandemic is having on student achievement.

Authors and Report Preparation

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Executive Summary

All Delaware students have the right to safe, secure, and student-focused learning environments where they are intentionally provided access to the support, resources, and opportunities they need to reach their full academic and social potential, both in and out of the classroom. The Consortium seeks to identify and remove the barriers to equitable education for students from low-income families, English Learners (ELs), and students with disabilities throughout the state, with an initial focus on the City of Wilmington.

This report is the continuation of the Consortium’s annual report on Wilmington student outcomes. This report analyzes data on enrollment, standardized test participation, and student proficiency from the 2021–2022 school year. The report also analyzes dropout rates and graduation rates from the 2020–2021 and 2021–2022 school years. The report provides a snapshot of education in Delaware, particularly as it pertains to children in the City of Wilmington. The Consortium is reporting these findings to highlight the urgent realities of education in the City of Wilmington and does not mean to criticize the city’s students or the local education agencies that serve them.

Key Findings

The disruptions caused by the COVID-19 pandemic had a negative impact on the state’s students in terms of test proficiency, drop-out, and graduation rates in 2020–21. The numbers slightly improved in the 2021–22 school year. Overall, the educational inequities remain the same as previously reported: Wilmington students are behind their peers on virtually every indicator of student success, though gaps in dropout rates and graduation rates have closed over the past five years.

The Redding Consortium believes that the educational inequities experienced by Wilmington students are the result of systemic governance, resource allocation, and community collaboration problems within the public education system. These challenges are often related to systemic inequalities, such as a lack of school funding, out-of-school support services, or higher unemployment rates. In Wilmington, the poverty rate is 24.0 percent, with children being the most likely at any age group to experience poverty.¹ The current system is inadequate to effectively address the unique educational and social-emotional needs of Wilmington students, many of whom live in severe poverty. While significant progress has been made to begin addressing these systemic problems, more work needs to be done to improve educational equity in Wilmington and throughout the state.

Section I: Wilmington Student Demographics and Public Schools

During the 2021–22 school year, there were 10,921 City of Wilmington students enrolled in public education. Of those students:

- 52 percent were from low-income families
- 9 percent were English Learners

¹ <https://www.census.gov/quickfacts/fact/table/wilmingtoncitydelaware/HSG010222#HSG010222>

- 23 percent were students with disabilities
- 70 percent identified as Black or African American
- 18 percent identified as Hispanic/Latino
- 9 percent identified as White

Section II: Student Proficiency

Wilmington and Non-Wilmington Students

Opportunity Gaps are prevalent between Wilmington and Non-Wilmington students. The National Assessment of Educational Progress identifies opportunity gaps in educational attainment when one group of students outperforms another group and the difference in average scores is statistically significant.² Approximately 18 percent of Wilmington students compared to 44 percent of non-Wilmington students met or exceeded state standards on the 2022 English Language Arts (ELA) Smarter Balanced Assessment (SBAC). Approximately 9 percent of Wilmington students compared to 32 percent of non-Wilmington students met or exceeded state standards on the 2022 Math Smarter Balanced Assessment.

Students from Low-Income Families

The majority of students from low-income families living in the City of Wilmington were not proficient in ELA or math in the 2021–22 school year. Approximately 13 percent of students from low-income families in Wilmington met or exceeded state standards on the SBAC ELA tests in 2022, compared to 27 percent of non-Wilmington students and 24 percent of students statewide from the same population. Approximately 4 percent of students from low-income families in Wilmington met or exceeded state standards on the SBAC Math tests in 2022, compared to 16 percent of non-Wilmington students.

English Learners

The majority of English Learners from Wilmington were not proficient in ELA or math in the 2021–22 school year. Approximately 9 percent of English Learners in Wilmington met or exceeded state standards on the SBAC ELA tests in 2022, compared to 18 percent of non-Wilmington ELs. Approximately 4 percent of ELs in Wilmington met or exceeded state standards on the SBAC math tests in 2022, compared to 15 percent of non-Wilmington ELs.

Students with Disabilities

The majority of students with disabilities from Wilmington were not proficient in ELA or math in the 2021–22 school year. Due to the high numbers of students with disabilities who were not proficient in ELA or math, this section has been redacted.

² <https://nces.ed.gov/nationsreportcard/studies/gaps/>

Section III: Dropout Rates

In the 2021–22 school year, the statewide dropout rate was 2.3 percent. The dropout rate for all Wilmington students in the 2021–22 school year was 3.2 percent, compared to 1.2 percent in the 2020–21 school year. The dropout rate for Wilmington students from low-income families in the 2021–22 school year was 3.8 percent, compared to 3.5 percent in the 2020–21 school year. These rates reflect the negative impact of the COVID-19 pandemic on dropout rates throughout Delaware.

Section IV: Graduation Rates

In the 2021–22 school year, the statewide graduation rate was 87.8 percent. The graduation rate for all Wilmington students in the 2021–22 school year was 75.6 percent, compared to 77.0 percent in the 2020–21 school year. The graduation rate for Wilmington students from low-income families in the 2021–22 school year was 70.2 percent, compared to 69.2 percent in the 2020–21 school year.

Data and Definitions

All data from this report are from the Delaware Department of Education (DDOE). The main source of data is the DDOE Data Set that includes data collected from school years 2011–12 through 2021–22. This report only includes data from the past five school years. A secondary source of data is the School Profiles published on the DDOE’s website. Each graphic in this report indicates the appropriate data source. Data points are rounded and therefore may not equate to 100 percent when added.

Student Enrollment & Classification

For the purposes of this report, the terms “City of Wilmington” and “Wilmington” are used interchangeably. The term “Wilmington students” is defined as Pre-K–12 students residing within the limits of the City of Wilmington who attend traditional, vocational-technical (vo-tech), and charter schools across the state. The term “non-Wilmington students” is defined as Pre-K–12 students not residing within the limits of the City of Wilmington who attend traditional, vo-tech, and charter schools across the state. Where noted, the terms “Wilmington School” and “non-Wilmington School” refer to the location of the school where each student is attending, not the student’s residency.

Non-charter magnet schools (e.g., Cab Calloway School of the Arts) are counted as district schools. District-authorized charter schools (e.g., Charter School of Wilmington) are counted as charter schools, except where noted.

Throughout the report, data are aggregated by New Castle, Kent, and Sussex counties. These designations refer to the location of the district or charter school each student is attending, not the residency of each student. In this report, all students attending Milford School District are counted as part of Kent County, and all students attending Smyrna School District are counted as part of New Castle County.

The term “English Learners” (ELs) is defined as students who are identified as part of an English Learners Education Program at their school under Title III of the Every Student Succeeds Act (ESSA)

at the time that data were recorded. Students who have fully transitioned out of their program do not carry an EL designation and therefore are not included in EL data.

Student Performance

In the following analysis, proficiency categorization is determined by four achievement levels: one being “Well Below Expectations,” two being “Below Expectations,” three being “Meets Expectations,” and four being “Exceeds Expectations.” A student is classified as meeting or exceeding state standards if they receive a three or a four on the state assessment.

Due to the disruptions caused by the COVID-19 pandemic, direct comparisons of 2020–2021 and 2021–22 data to previous school years may not be appropriate. Previous year data are included in this report for posterity and to understand the impact the pandemic is having on student performance.

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 tests assessed students in grades 3–8, and the SAT assessed high school student achievement. The SBAC tests in ELA and math were not assessed in the 2019–20 school year due to the COVID-19 pandemic.

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. 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. Due to the disruptions of the COVID-19 pandemic, 2019–20 SAT scores are not included in this report.

To stay consistent with DDOE reporting, the authors of this report followed the data privacy and redaction rules used by DDOE.³ In some cases, the authors erred on the side of caution to protect student privacy.

³ <https://www.doe.k12.de.us/Page/3024>

Section I: Wilmington Student Demographics and Public Schools

This section provides a demographic summary for Wilmington students, each county, and the State of Delaware. Enrollment numbers are determined by the September 30th count each school year. There were 10,921 City of Wilmington students enrolled in public education during the 2021–22 school year. Of these students, 52 percent were from low-income families, 9 percent were English Learners, and 23 percent were students with disabilities. Statewide, 24 percent of students were from low-income families, 10 percent were English Learners, and 17 percent were students with disabilities. The following tables detail and compare student demographics statewide to students residing in Wilmington and students attending schools in each county.

Table 1. Profile of City of Wilmington, Delaware, and County Students, 2021–22 School Year

	Wilmington	Delaware	New Castle County	Kent County	Sussex County
Gender					
Female	50.0%	48.8%	48.8%	48.9%	48.8%
Male	50.0%	51.2%	51.2%	51.1%	51.2%
Race and Ethnicity					
American Indian or Alaskan Native	< 1%	< 1%	< 1%	< 1%	< 1%
Asian	< 1%	4.2%	6.3%	1.8%	1.3%
Black or African American	69.8%	30.3%	34.4%	33.3%	15.8%
Hispanic/Latino	17.6%	18.5%	18.4%	11.7%	26.1%
Two or more races	2.4%	4.9%	4.3%	6.3%	5.0%
Native Hawaiian or Other Pacific Islander	< 1%	< 1%	< 1%	< 1%	< 1%
White	9.2%	41.6%	36.1%	46.2%	51.3%
Low-Income Population	52.0%	24.4%	23.8%	26.4%	23.4%
English Learners (ELs) Population	8.7%	10.4%	10.0%	6.5%	15.8%
Students with Disabilities Population	22.6%	16.9%	17.3%	17.2%	15.4%

Source: Delaware Department of Education Data Sets 2021 and 2022.

Table 2. City of Wilmington Student Enrollment, 2018–2022 School Years

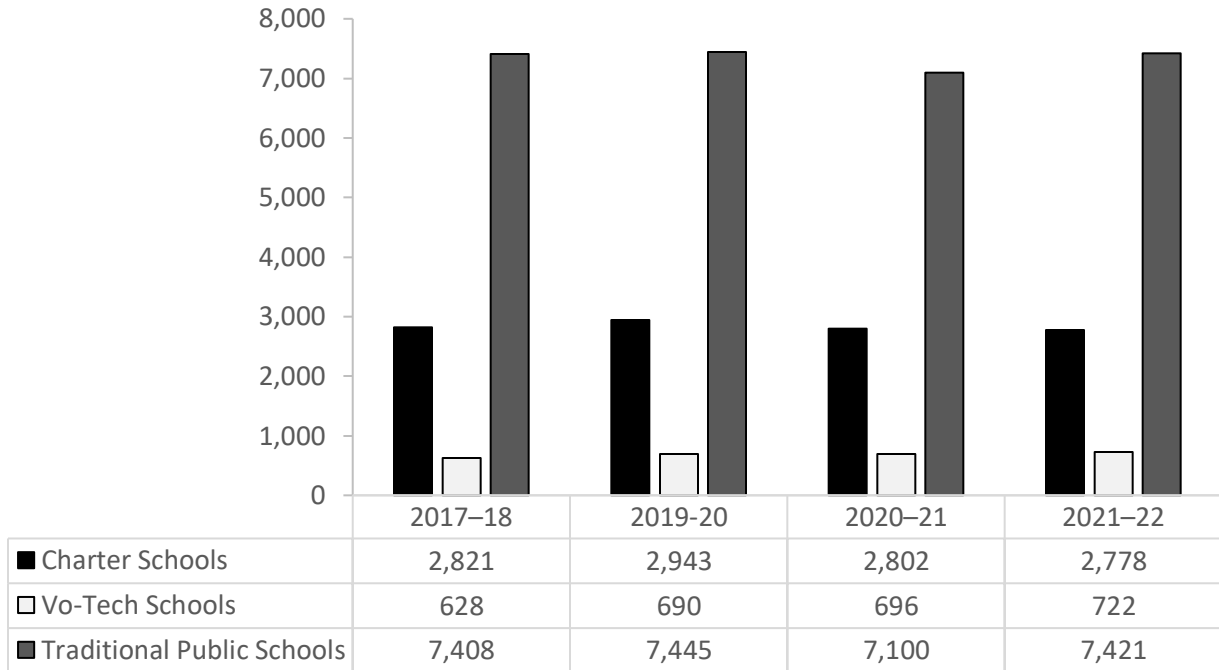
School Year	Pre-K Enrollment	K–8 Enrollment	9–12 Enrollment	Total Enrollment
2017–18	107	7,988	3,093	11,188
2018–19	140	7,797	2,916	10,853
2019–20	177	7,753	3,148	11,078
2020–21	125	7,400	3,073	10,598
2021–22	150	7,519	3,252	10,921

Source: Delaware Department of Education Data Sets 2021 and 2022.

Wilmington Student Enrollment

This section addresses Wilmington student enrollment in Delaware schools. Figure 1 demonstrates the enrollment of Wilmington students in Delaware public schools over the last four years, by school type.

Figure 1. Wilmington Student Enrollment by Public School Type, 2017–2022 School Years



Source: Delaware Department of Education Data Sets 2022.

Table 3. Wilmington Student Enrollment in Public Schools, 2021–22 School Year

	2021–2022	Percent of Total Student Population
Red Clay Consolidated School District*	3,423	21.0%
Christina School District	1,800	13.60%
Brandywine School District	1,898	18.31%
New Castle County (NCC) Vo-Tech School District	722	15.26%
Edison (Thomas A.) Charter School	568	89.9%
Kuumba Academy Charter School	475	73.9%
East Side Charter School	361	76.5%
Colonial School District	262	2.9%
Great Oaks Charters School	203	93.55%
Academia Antonia Alonso	222	30.92%
Odyssey Charter School	222	10.46%
Freire Charter School Wilmington	218	48.44%
First State Montessori Academy	151	24.0%
Charter School of Wilmington	88	9.1%
Gateway Lab School	51	27.42%
Las Américas ASPIRA Academy	56	4.2%
Delaware Military Academy	25	4.3%
First State Military Academy	20	4.56%

Additionally, the following districts and charter schools serve between 1 and 15 Wilmington students: Appoquinimink School District, Capital School District, Newark Charter School, MOT Charter School, Milford School District, Smyrna School District, Positive Outcomes Charter School, Charter School of New Castle, Early College High School at Delaware State University, and Woodbridge School District.

Source: Delaware Department of Education Data Sets 2021 and 2022.

* In this section, Charter School of Wilmington and Delaware Military Academy are reported as part of the Red Clay Consolidated School District. Ninety Wilmington students were enrolled at Charter School of Wilmington, and 27 were enrolled at the Delaware Military Academy in the 2021–22 school year.

Table 4 below summarizes the public schools that are located within the City of Wilmington limits, regardless of their student population. Table 5 summarizes the percentage of each of these school’s total population that are from low-income families, aggregating Wilmington students and non-Wilmington students.

Table 4. Public Schools within the City of Wilmington, 2021–22 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	The Bancroft School The Bayard School Stubbs Early Education Center	The Bancroft School The Bayard School	N/A
Colonial	N/A	N/A	N/A
Red Clay Consolidated	Joseph E. Johnson Jr. 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**
NCC Vo-Tech	N/A	N/A	Howard High School of Technology

State-Authorized Charter Schools (Grade Levels Vary) within City of Wilmington Limits

- EastSide Charter School (Pre-K–8)
- Edison Charter School (K–8)
- First State Montessori Academy (K–8)
- Freire Charter School Wilmington (8–12)
- Great Oaks Charter School (6–12)
- Kuumba Academy Charter School (K–8)

Source: Delaware Department of Education. (2022). School Profiles.

Notes: *Magnet school. ** Charter schools authorized by Red Clay Consolidated School District.

Table 5. Percentage of Low-Income Student Enrollment in Schools Located in the City of Wilmington, 2021–22 School Year

School Name	2021–22
The Bancroft School	67%
Warner Elementary School	61%
East Side Charter School	71%
Edison Charter School	66%
Stubbs Early Education Center	64%
The Bayard School	64%
Shortlidge Academy	57%
Great Oaks Charter School	53%
Lewis Dual Language Elementary School	50%
Harlan Elementary School	53%
Kuumba Academy Charter School	54%
Joseph E. Johnson, Jr. Elementary School	58%
Howard High School of Technology	39%
Freire Charter School Wilmington	39%
P.S. duPont Middle School	28%
First State Montessori Academy	9%
Cab Calloway School of the Arts	7%
Charter School of Wilmington	4%

Source: Delaware Report Card, 2022

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 2021–22 school year was the seventh year for the use of the Smarter Balanced Assessment. The 2015 SBAC assessed students in grades 3–8 and 11. As of 2016, SBAC assessed students in grades 3–8 and the SAT replaced SBAC to alleviate over-testing for students.

The SAT measures the skills and knowledge that are 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. 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.

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 by the following sub-groups: City of Wilmington students, non-Wilmington students, students attending schools in each county, English Learners, students with disabilities, and students from low-income families.

To stay consistent with DDOE reporting, the authors of this report followed the data privacy and redaction rules used by DDOE.⁴ In some cases, the authors erred on the side of caution to protect students’ privacy. In these cases, “Well Below” and “Below” were merged into the combined category “Below the Standard” and “At” and “Above” were merged into the combined category “Meets the Standard.” When it was not possible to merge the data, the subgroup was redacted for student privacy.

COVID-19 Impact on Test Participation

Due to the disruptions caused by the COVID-19 pandemic, state testing was not administered in the 2019–20 school year. In 2022, more students participated in the testing compared to 2020–2021. Due to the differences in 2022 participation, caution should be used when comparing the 2021 data

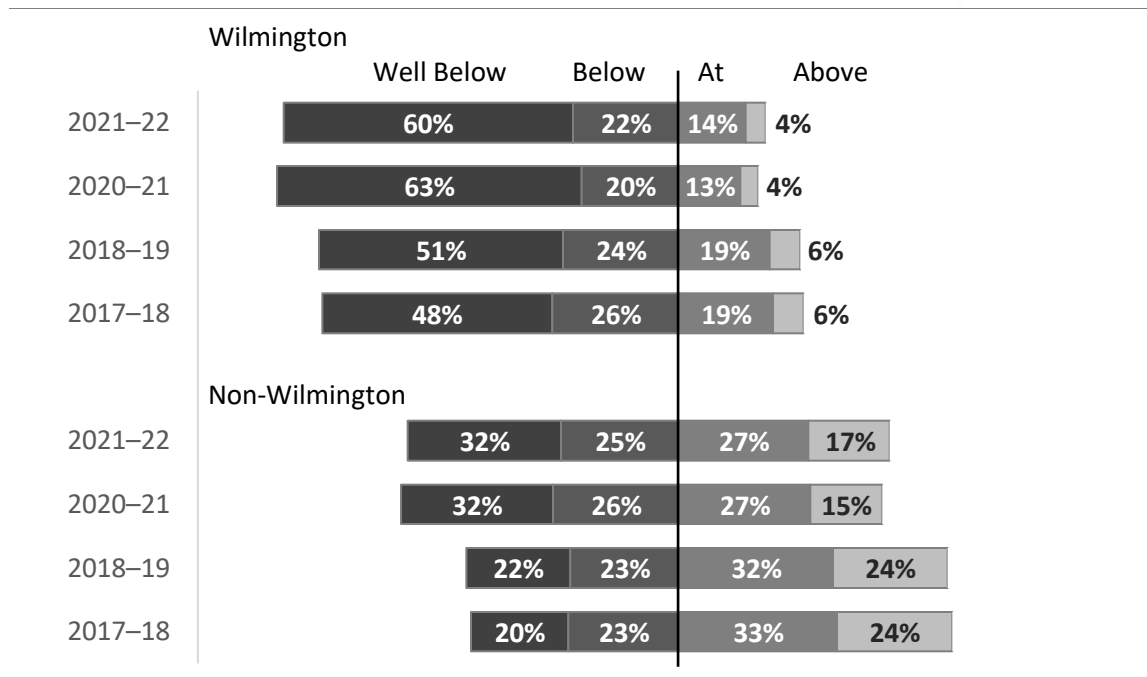
⁴ <https://www.doe.k12.de.us/Page/3024>

directly to previous years' data.⁵ The data should be treated as an unweighted, non-representative snapshot of the students who participated in state testing. In 2022, testing numbers were closer to pre-pandemic numbers.

Student Proficiency in English Language Arts

This section examines student proficiency in ELA for both SBAC and SAT by state, county, Wilmington students, and non-Wilmington Students. Figures 6 and 7 below compare proficiency of Wilmington students and non-Wilmington students on the SBAC in ELA across a five-year period, and in 2022 by county.

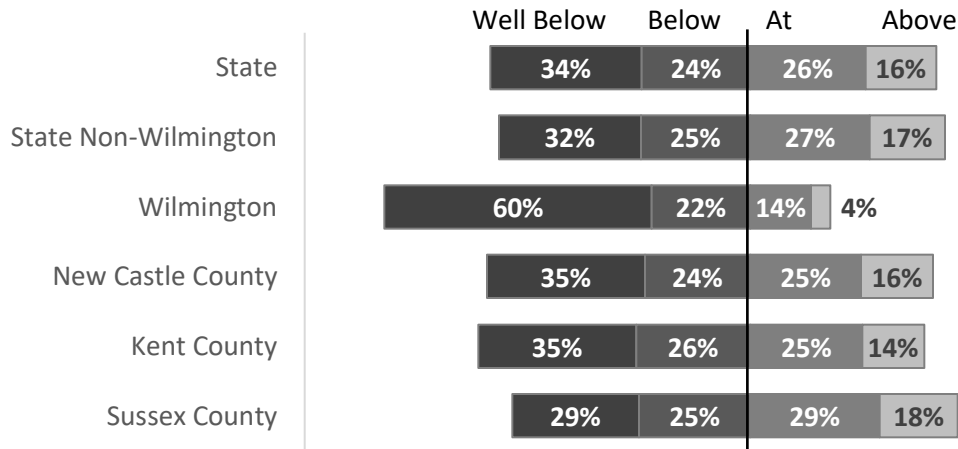
Figure 2. ELA Proficiency for Wilmington and Non-Wilmington Students on the SBAC, 2017–2022 School Years (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2021 and 2022.

⁵ The Delaware Department of Education's full guidance on use of the 2022 data is published online at the following address: <https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/111/DDOE%20FAQ%20Impact%20on%20Assessment%202021.pdf>

Figure 3. ELA Proficiency for All Students by State, County, and Wilmington on the SBAC, 2021–22 School Year (Grade Levels Combined)



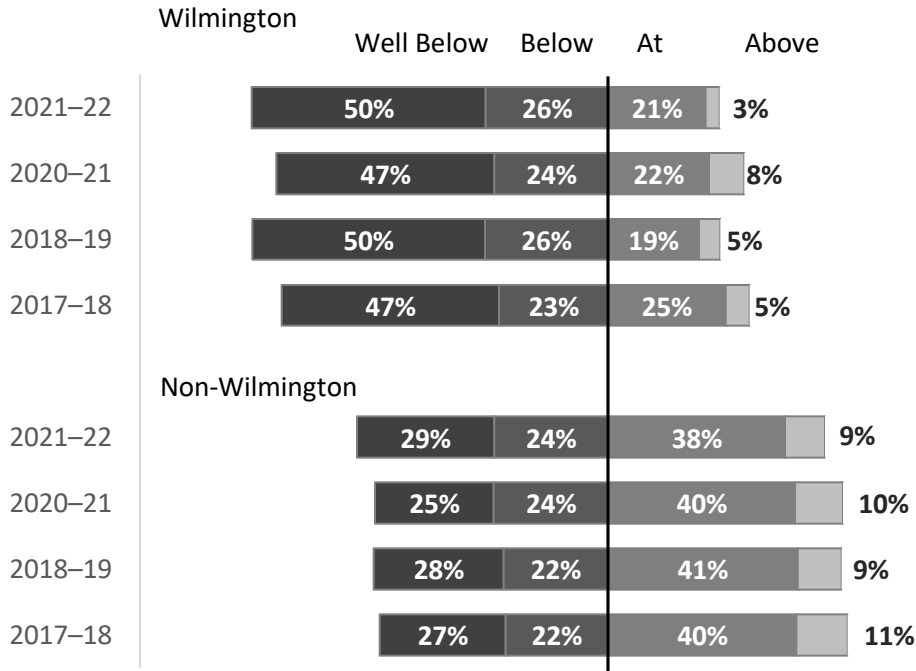
Source: Delaware Department of Education Data Sets 2021 and 2022.

Summary of Student Proficiency in English Language Arts on the SBAC

- Statewide, 42 percent of students met or exceeded state standards.
- Approximately 18 percent of Wilmington students met or exceeded state standards, compared to 44 percent of non-Wilmington students.
- By county, the number of students who met or exceeded state standards is within +/- 5 percentage points of the state average.

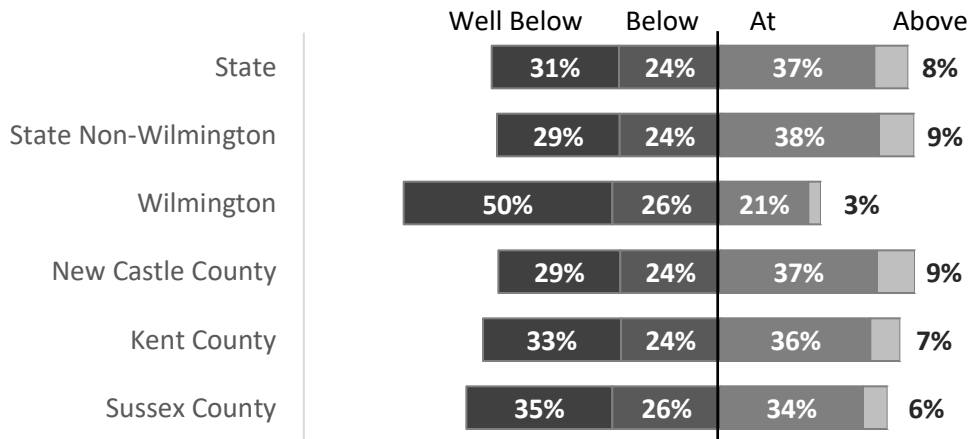
Figure 8 describes proficiency of Wilmington students and non-Wilmington students on the ERW section of the SAT across a five-year period. Figure 9 displays student ERW proficiency by state, county, and Wilmington on the SAT in the 2021–22 school year.

Figure 4. ERW Proficiency for Wilmington and Non-Wilmington Students on the SAT, 2017–2022 School Years



Source: Delaware Department of Education Data Sets 2021 and 2022.

Figure 5. ERW Proficiency for All Students by State, County, and Wilmington on the SAT, 2021–22 School Year



Source: Delaware Department of Education Data Sets 2021 and 2022.

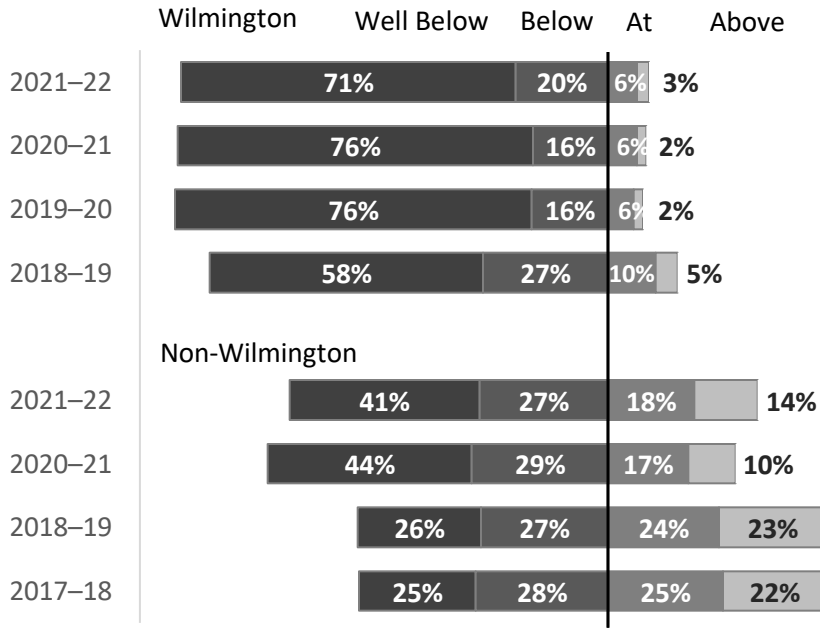
Summary of Student Proficiency in Evidence-Based Reading and Writing on the SAT

- Statewide, 45 percent of students met or exceeded state standards.
- Approximately 24 percent of Wilmington students met or exceeded state standards, compared to 47 percent of non-Wilmington students.
- By county, the number of students who met or exceeded state standards is within +/- 2 percentage points of the state average.

Student Proficiency in Math

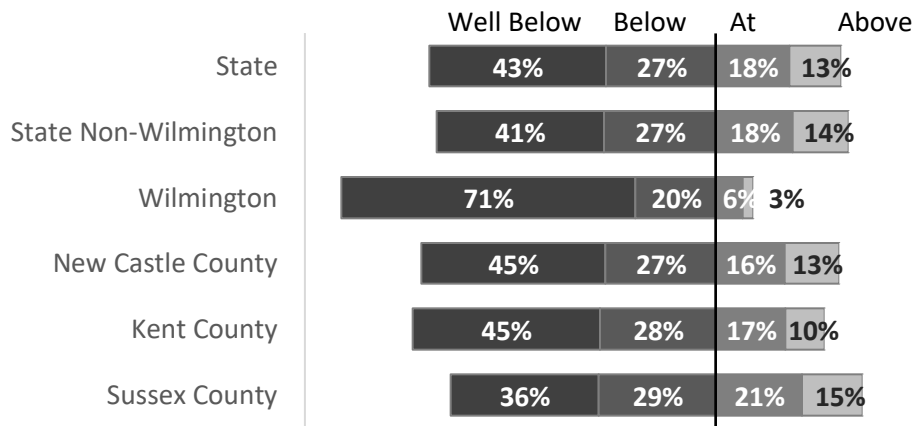
This section examines student proficiency in math for both SBAC and SAT by state, county, Wilmington students, and non-Wilmington Students. Where necessary to protect student privacy, student achievement is aggregated to “Meets the Standard” and “Does Not Meet the Standard.”

Figure 6. Math Proficiency for Wilmington and Non-Wilmington Students on the SBAC, 2017–2022 School Years (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2021 and 2022.

Figure 7. Math Proficiency for All Students by State, County, and Wilmington on the SBAC, 2021–22 School Year



Source: Delaware Department of Education Data Sets 2021 and 2022.

Summary of Student Proficiency in Math on the SBAC

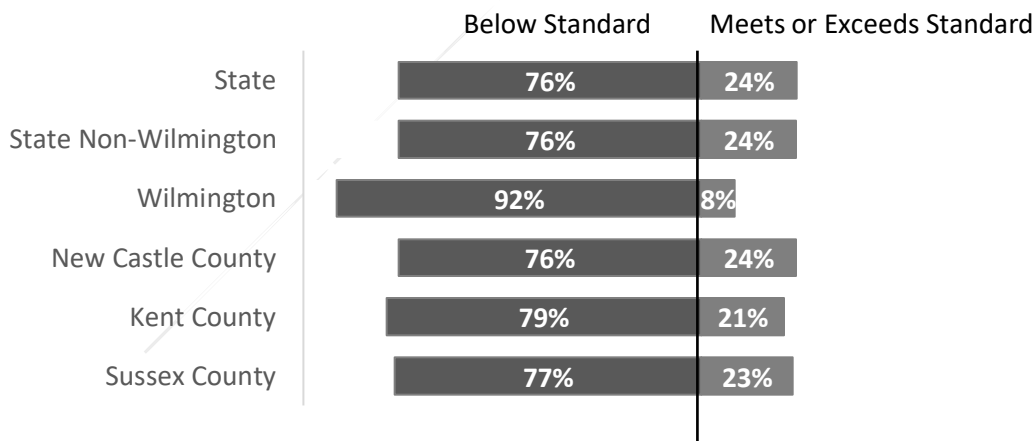
- Statewide, 31 percent of students met or exceeded state standards.
- Approximately 9 percent of Wilmington students met or exceeded state standards, compared to 32 percent of non-Wilmington students.
- By county, the number of students who met or exceeded state standards is within +/- 5 percentage points of the state average.

Figure 8. Math Proficiency for Wilmington and Non-Wilmington Students on the SAT, 2017–2022 School Years



Source: Delaware Department of Education Data Sets 2021 and 2022.

Figure 9. Math Proficiency for All Students by State, Country, and Wilmington on the SAT, 2021–22 School Year



Source: Delaware Department of Education Data Sets 2021 and 2022.

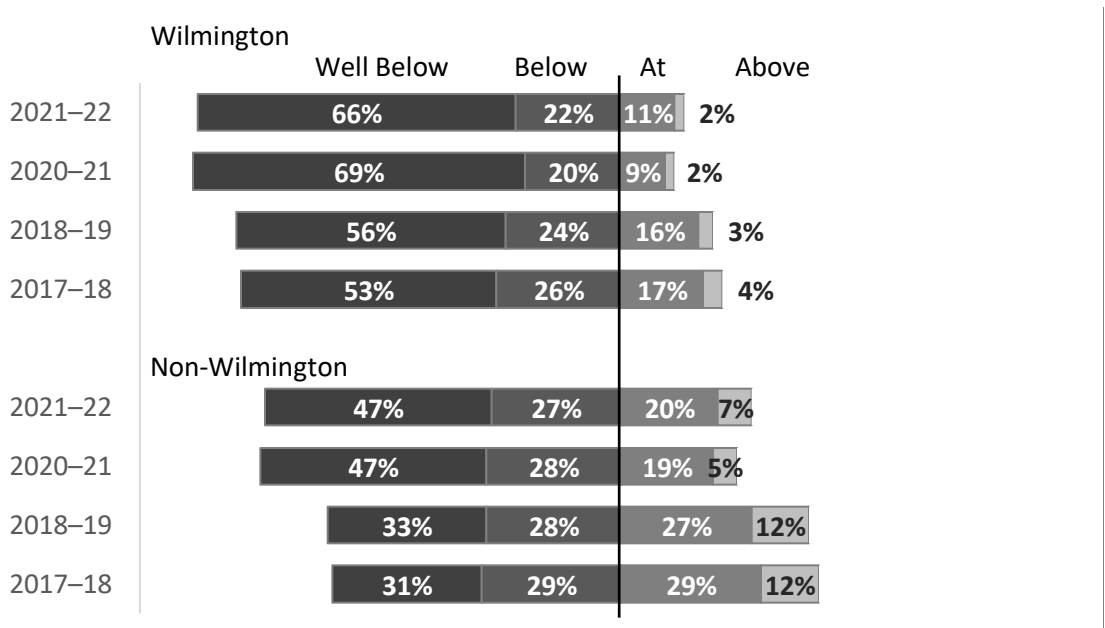
Summary of Student Proficiency in Math on the SAT

- Statewide, 23 percent of students met or exceeded state standards.
- Approximately 8 percent of Wilmington students met or exceeded state standards, compared to 24 percent of non-Wilmington students.
- By county, the number of students who met or exceeded state standards is within +/- 3 percentage points of the state average.

Students from Low-Income Families

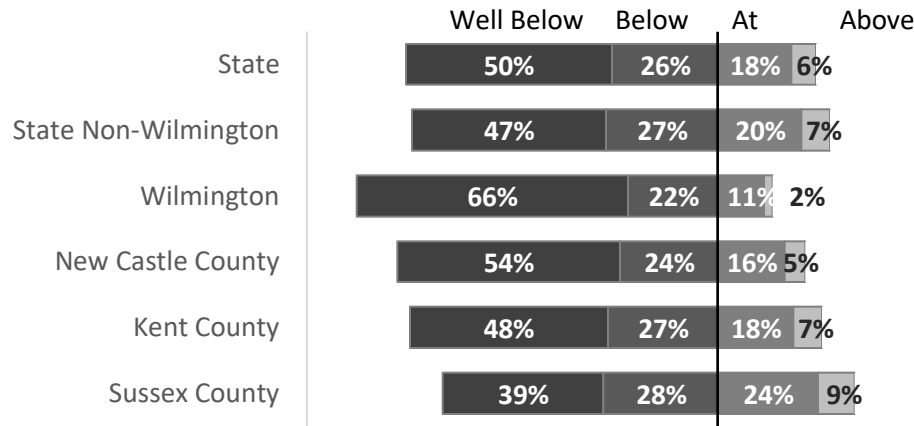
The following figures compare the proficiency of all students from low-income families and City of Wilmington students from low-income families on both the SBAC and SAT. Figures 14 and 15 discuss performance of students from low-income families on the SBAC in ELA. Due to participation differences caused by the COVID-19 pandemic, the data should be treated as an unweighted, non-representative snapshot of the students who participated in state testing.

Figure 10. ELA Proficiency for Students from Low-Income Families on the SBAC, 2017–2022 School Years, Grade Levels Combined



Source: Delaware Department of Education Data Sets 2021 and 2022.

Figure 11. ELA Proficiency for Students from Low-Income Families on the SBAC, by State, County, and Wilmington, 2021–22 School Year



Source: Delaware Department of Education Data Sets 2021 and 2021.

Summary of Student Proficiency in English Language Arts on the SBAC for Students from Low-Income Families

- Statewide, 24 percent of students from low-income families met or exceeded state standards.
- Approximately 13 percent of Wilmington students from low-income families met or exceeded state standards, compared to 27 percent of non-Wilmington students from low-income families, and 18 percent of all Wilmington students.
- By county, the number of students from low-income families who met or exceeded state standards is within +/- 9 percentage points of the state average of students from low-income families.

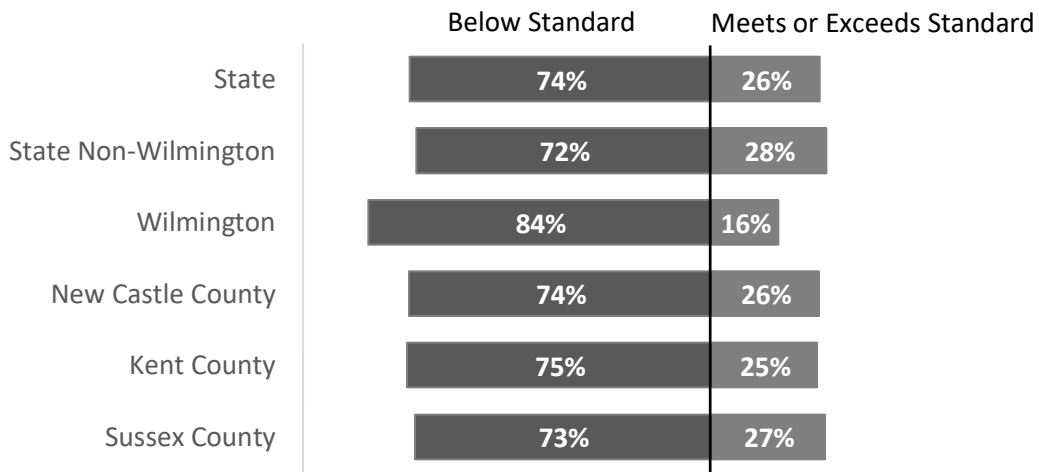
Figures 16 and 17 discuss the performance of students from low-income families on the ERW section of the SAT. For student privacy, categories have been aggregated.

Figure 12. ERW Proficiency for Students from Low-Income Families on the SAT, 2017–2022 School Years



Source: Delaware Department of Education Data Sets 2021 and 2022.

Figure 13. ERW Proficiency for Students from Low-Income Families on the SAT, by State, County, and Wilmington, 2021–22 School Year



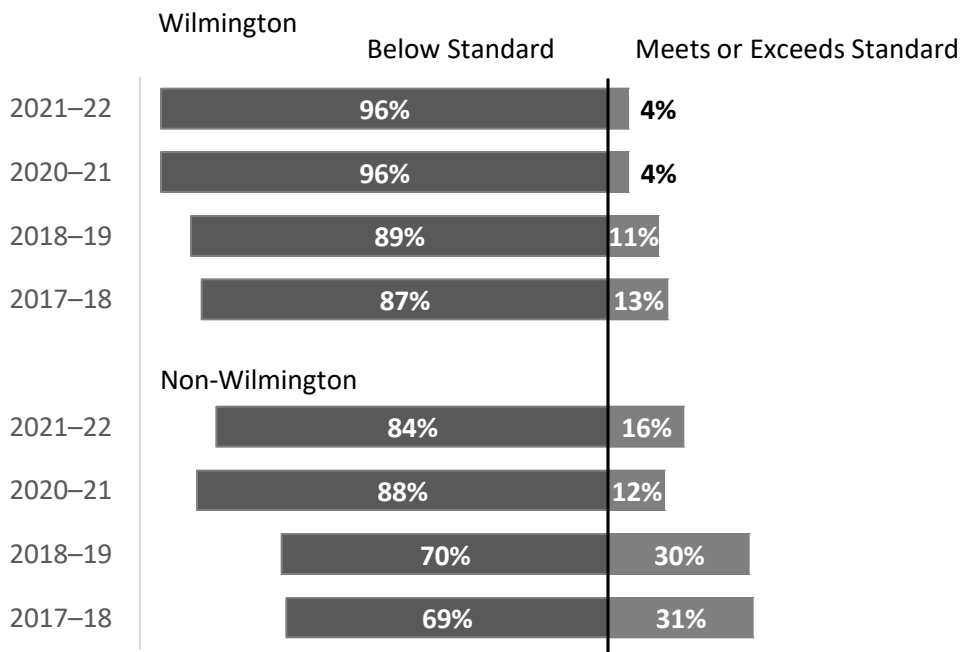
Source: Delaware Department of Education Data Sets 2021 and 2022.

Summary of Student Proficiency in Evidence-Based Reading and Writing on the SAT for Students from Low-Income Families

- Statewide, 26 percent of students from low-income families met or exceeded state standards, compared to 45 percent of the statewide student population.
- Approximately 16 percent of Wilmington students from low-income families met or exceeded state standards, compared to 28 percent of non-Wilmington students from low-income families, and 24 percent of all Wilmington students.
- By county, the number of students from low-income families who met or exceeded state standards is within +/- 2 percentage points of the state average of students from low-income families.

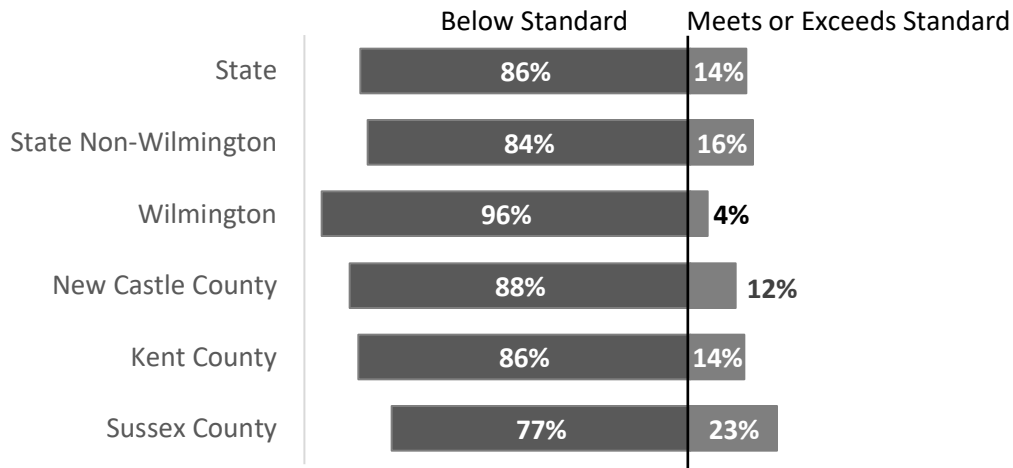
The following figures discuss achievement in math for Wilmington and non-Wilmington students from low-income families on the SBAC.

Figure 14. Math Proficiency for Students from Low-Income Families on the SBAC, Wilmington and Non-Wilmington Students, 2017–2022 School Years



Source: Delaware Department of Education Data Sets 2021 and 2022.

Figure 15. Math Proficiency for Students from Low-Income Families on the SBAC, State, County, and Wilmington, 2021–22 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2021 and 2022.

Summary of Student Proficiency in Math on the SBAC for Students from Low-Income Families

- Statewide, 14 percent of students from low-income families met or exceeded state standards, compared to 30 percent of the statewide student population.
- Approximately 4 percent of Wilmington students from low-income families met or exceeded state standards, compared to 16 percent of non-Wilmington students from low-income families, and 9 percent of all Wilmington students.
- By county, the number of students from low-income families who met or exceeded state standards is within +/- 7 percentage points of the state average of students from low-income families.

The following figure shows the state, county, and non-Wilmington achievement on the math SAT. Wilmington numbers have been redacted for student privacy.

Figure 16. Math Proficiency for Low-Income Students by State, County, and Non-Wilmington on the SAT, 2021–22 School Year



Source: Delaware Department of Education Data Sets 2021 and 2022.

Summary of Student Proficiency in Math on the SAT for Students from Low-Income Families

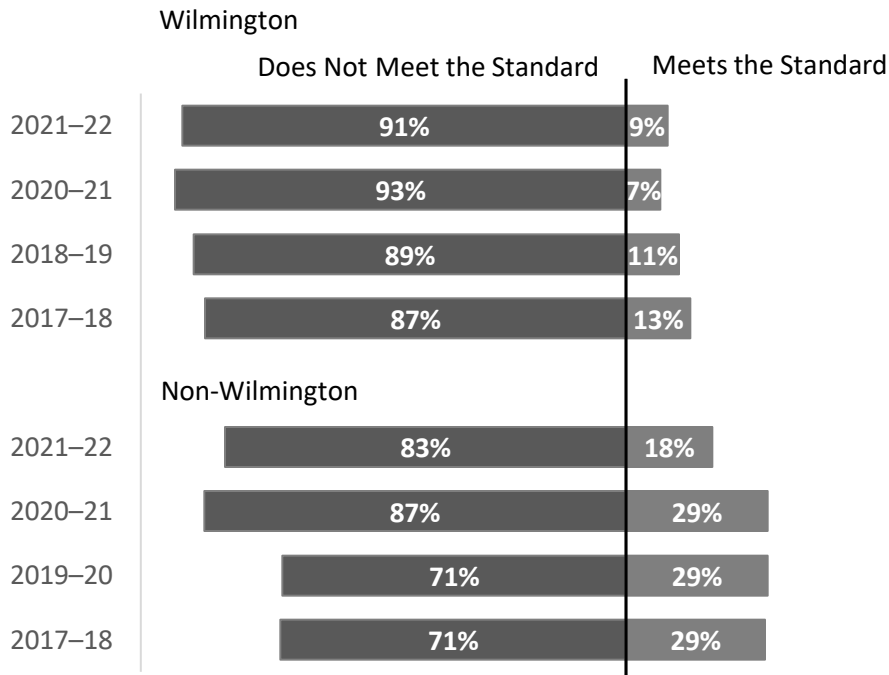
- Statewide, 9 percent of students from low-income families met or exceeded state standards, compared to 23 percent of the statewide student population.
- A majority of Wilmington students from low-income families did not meet the state standards on SAT Math and had a lower educational attainment than non-Wilmington students from low-income families.
- By county, the number of students from low-income families who met or exceeded state standards is within +/- 1 percentage points of the state average of students from low-income families.

English Learners

The following figures compare the proficiency of students categorized as English Learners (ELs) statewide and the proficiency of ELs who live in the City of Wilmington on the SBAC. The data include all students classified as ELs by the reporting schools in each academic year and do not include former EL students who have exited the program. Due to participation differences caused by the COVID-19 pandemic, the data should be treated as an unweighted, non-representative snapshot of the students who participated in state testing.

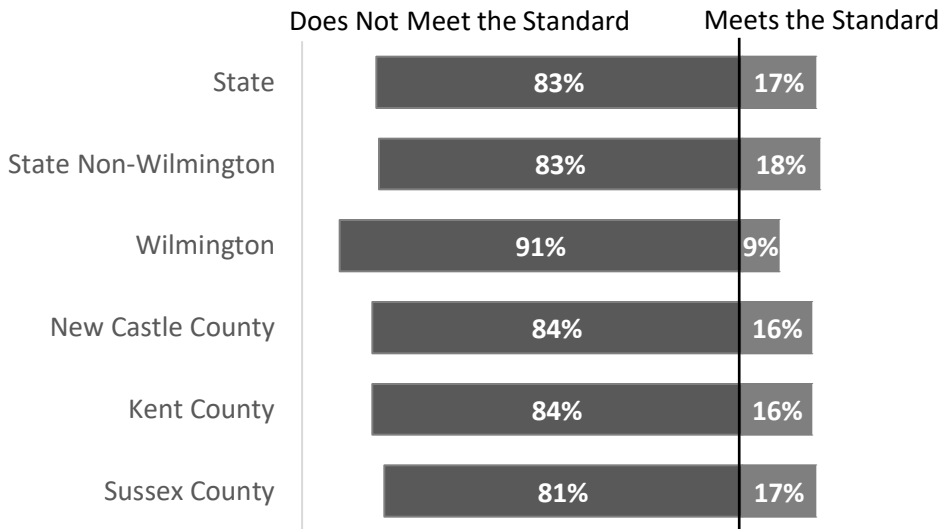
For this subgroup, student achievement is aggregated to “Meets the Standard” and “Does Not Meet the Standard” for SBAC. All SAT results have been redacted.

Figure 17. ELA Proficiency for English Learners on the SBAC, Wilmington and Non-Wilmington Students, 2017–2022 School Years (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2021 and 2022.

Figure 18. ELA Proficiency for English Learners by State, County, and Wilmington on the SBAC, 2021–22 School Year (Grade Levels Combined)



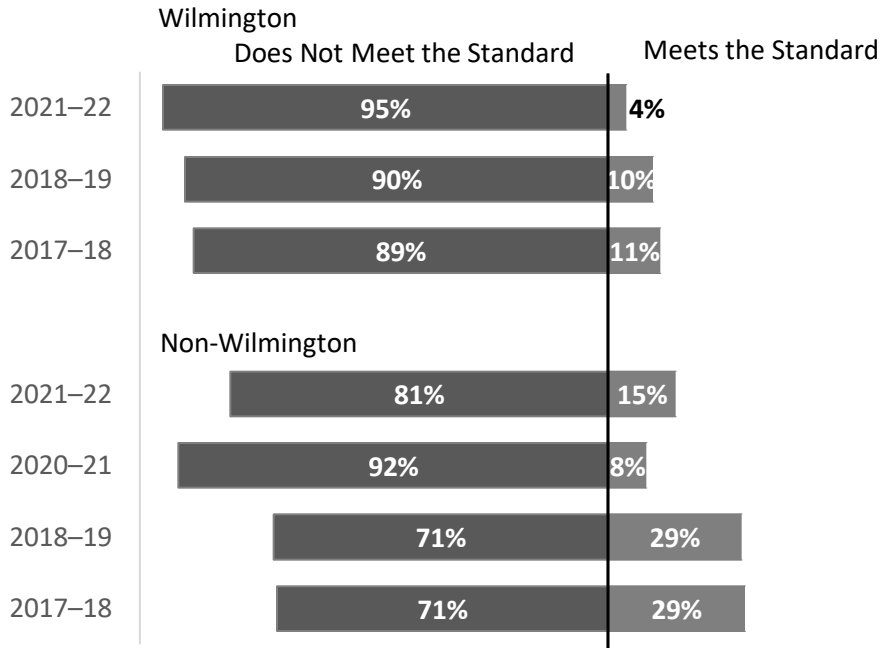
Source: Delaware Department of Education Data Sets 2021 and 2022.

Summary of Student Proficiency in English Language Arts on the SBAC for English Learners

- Statewide, 17 percent of English Learners met or exceeded state standards, compared to 42 percent of the statewide student population.
- Approximately 9 percent of Wilmington English Learners met or exceeded state standards, compared to 18 percent of non-Wilmington English Learners, and 18 percent of all Wilmington students.
- By county, the number of English Learner students who met or exceeded state standards is within +/- 1 percentage points of the state average of English Learners.

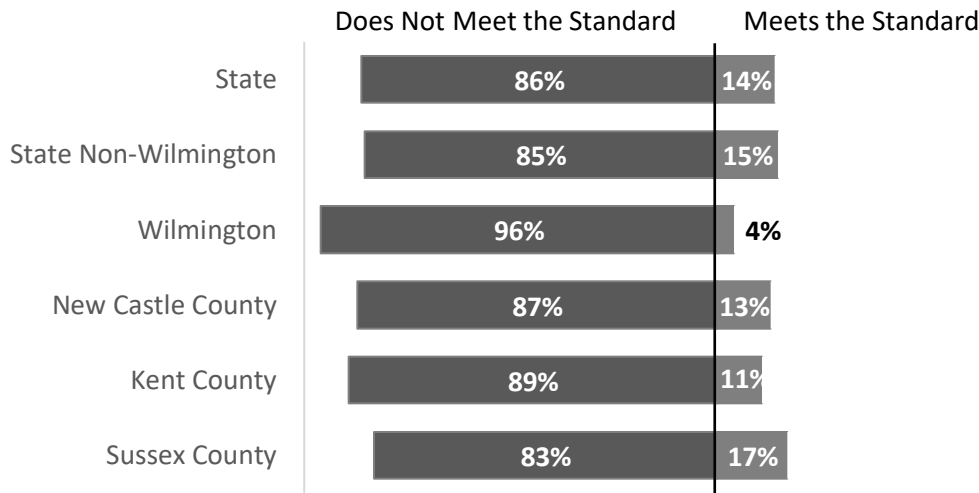
Figures 23 and 24 below discuss the performance of English Learners on the SBAC in math. Wilmington student proficiency data for the 2021–22 school year are redacted to protect student privacy.

Figure 19. Math Proficiency for English Learners on the SBAC, Wilmington and Non-Wilmington Students, 2017–2022 School Years (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2021 and 2022.

Figure 20. Math Proficiency for English Learners on the SBAC by State, County, and Wilmington, 2021–22 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2021 and 2022.

Summary of Student Proficiency in Math on the SBAC for English Learners

- Statewide, 14 percent of English Learners met or exceeded state standards, compared to 30 percent of the statewide student population.
- Approximately 4 percent of Wilmington English Learners met or exceeded state standards, compared to 15 percent of non-Wilmington English Learners, and 9 percent of all Wilmington students.
- By county, the number of English Learners who met or exceeded state standards is within +/- 3 percentage points of the state average of English Learners.

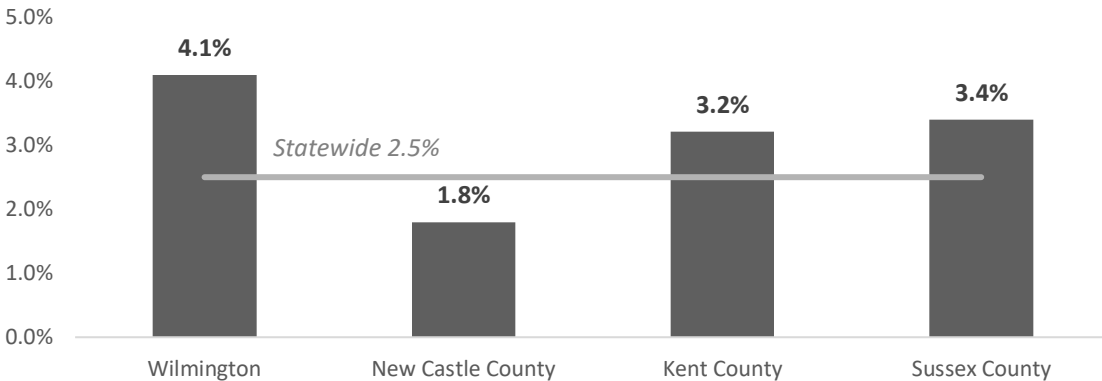
Section III: Dropout Data

Dropout rates are another indicator of student academic success in addition to test scores. 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 number of students in 9th, 10th, 11th, and 12th grades of a given group or demographic that have opted to discontinue their formal education in a single school year divided by the total enrollment of students in 9th, 10th, 11th, and 12th grades in the same group or demographic, which is consistent with the Delaware Department of Education’s calculation.⁶

In the following section, Figures 25 through 27, examine dropout rates of Wilmington students compared to state, county, and non-Wilmington students, and those of students from low-income families.

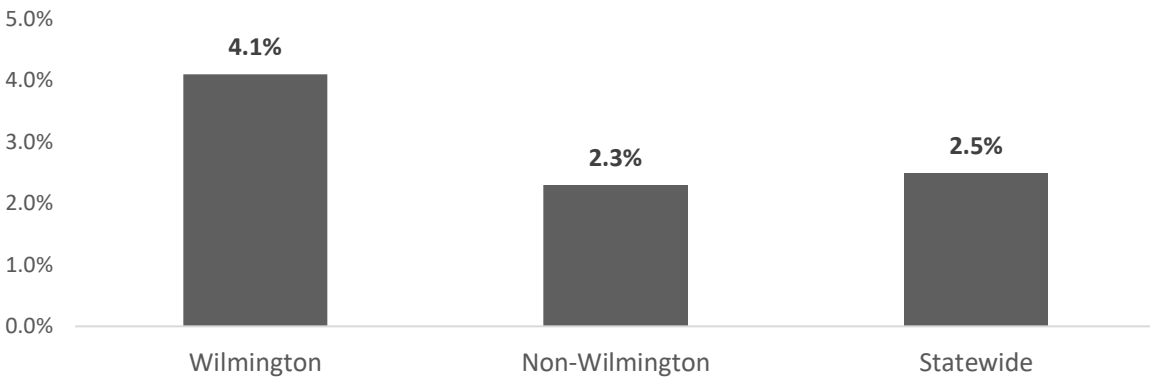
Figure 21. High School Dropout Rates, All Students Statewide and by County, 2021–22 School Year



Source: Delaware Department of Education, 2022.

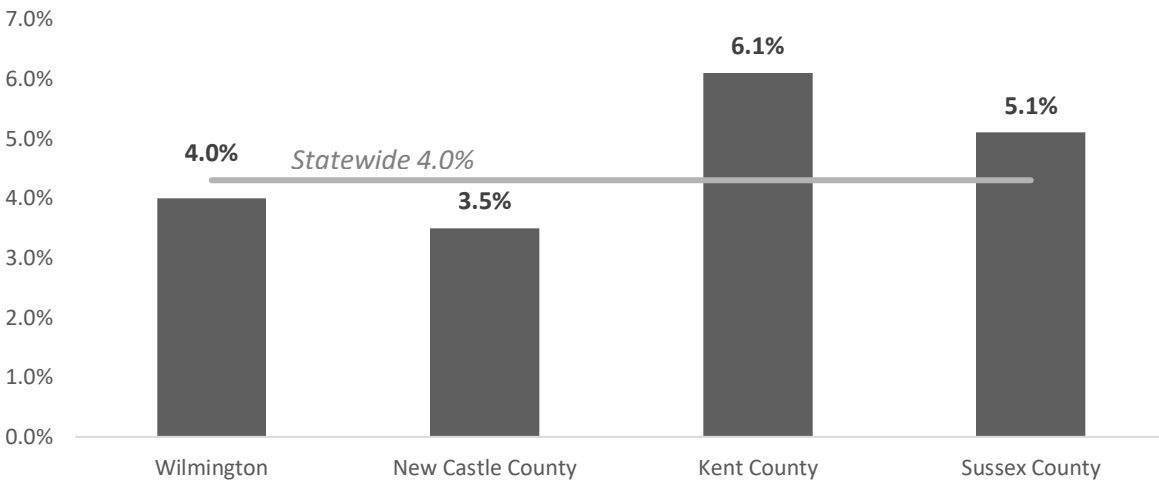
⁶ Delaware Department of Education. (June 2020). Delaware summary of 2019–2020 graduation and dropout data. Retrieved from: <https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/167/graduation%20rates/FINALDropout%20Summary%20Report19-20.pdf>

Figure 22. High School Dropout Rates, Wilmington and Non-Wilmington Students, 2021–22 School Year



Source: Delaware Department of Education, 2022.

Figure 23. High School Dropout Rates, Low-Income Students Statewide and by County, 2021–22 School Year



Source: Delaware Department of Education, 2022.

Summary of High School Dropout Data

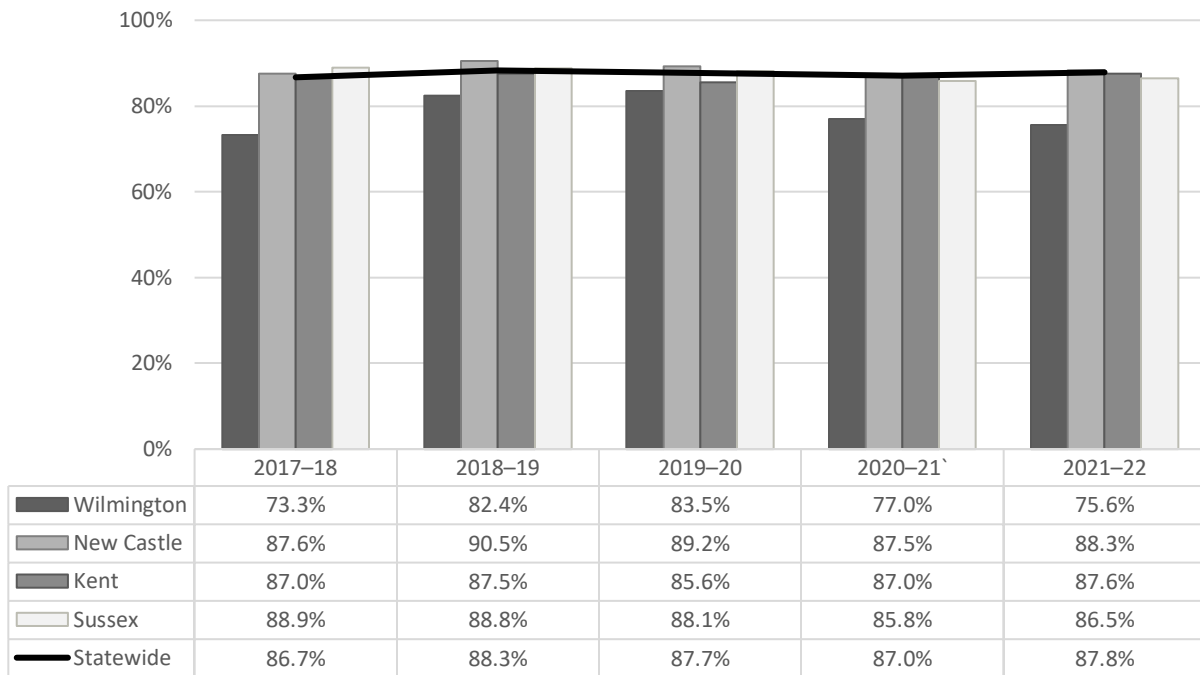
- In 2022, the statewide dropout rate increased to 2.5 percent compared to 1.4 percent in 2021 and 1.3 percent in 2020.
- For Wilmington students, the dropout rates increased to 4.1 percent in 2022.
- In 2022, low-income and socioeconomically disadvantaged students statewide had a dropout rate of 4.3 percent.

Section IV: Graduation Data

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. A 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 (e.g., “Class of 2022”). Graduation data are adjusted to include students who transferred and moved into a cohort and to exclude students that leave a cohort.

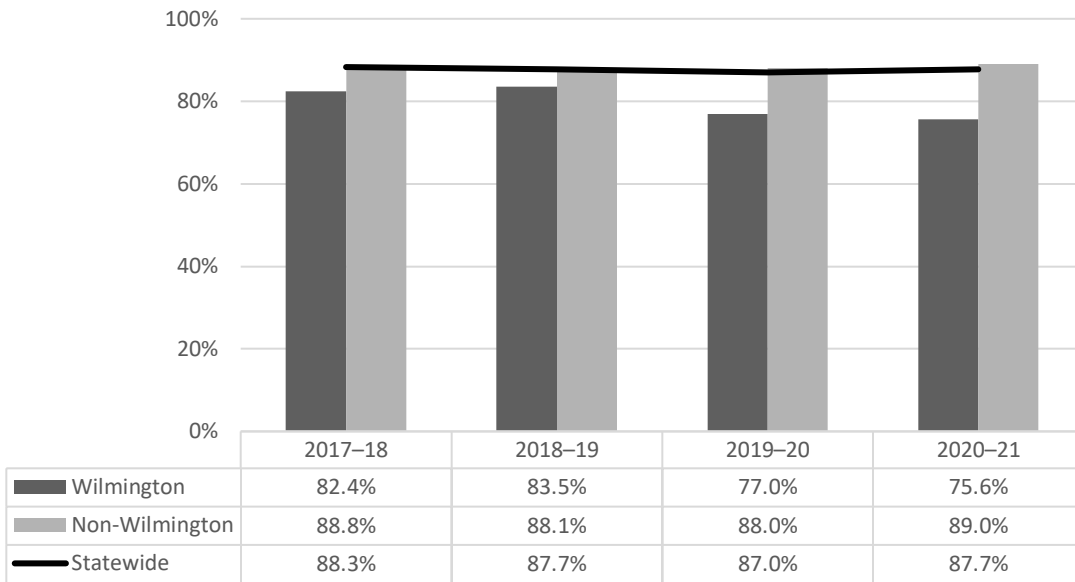
In this section, Figures 28 through 30 examine the graduation rates for Wilmington students, non-Wilmington students, and students from low-income families statewide.

Figure 24. High-School Graduation Rates, All Students Statewide and by County, 2017–2022 School Years



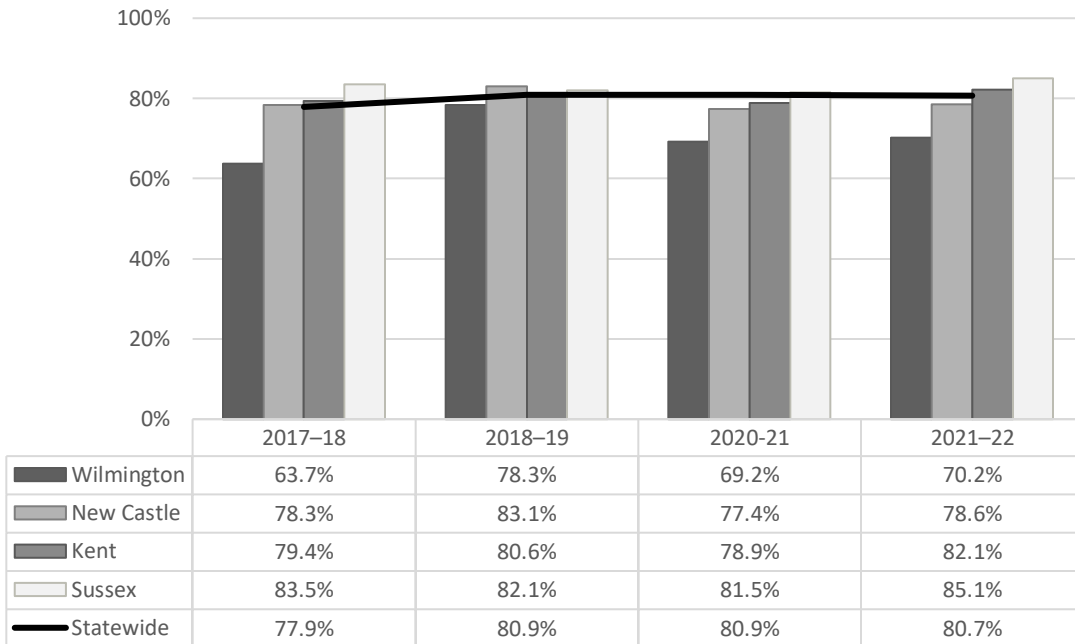
Source: Delaware Department of Education, 2022

Figure 25. High-School Graduation Rates, Wilmington and Non-Wilmington Students, 2017–2022 School Years



Source: Delaware Department of Education, 2022

Figure 26. High-School Graduation Rates, Low-Income Students Statewide and by County, 2017–2022 School Years



Source: Delaware Department of Education, 2022

Summary of High School Graduation Data

- For English Learners, the graduation rate decreased from 69.81 percent in 2021 to 69.33 percent in 2022.
- For low-income students statewide, the graduation rate is improving despite declining rates statewide. The rate increased from 78.61 percent in 2021 to 80.71 percent in 2022. Graduation rates among students from low-income families are lower than the statewide graduation rate.
- For students with disabilities statewide, the graduation rate improved to 72.06 percent, compared to 71.79 percent in 2021.
- The overall high school graduation rate for the state in the 2021–22 academic year increased to 87.8 percent. The graduation rates listed by county was 88.3 percent for students in New Castle County, 87.6 percent for students in Kent County, and 86.5 percent for students in Sussex County.

Section V: Conclusion and Key Findings

The disruptions caused by the COVID-19 pandemic had a negative impact on all the state's students in terms of test proficiency in 2021–22. Overall, the educational inequities remain the same as previously reported: Wilmington students are behind their peers on virtually every indicator of student success, though gaps in dropout rates and graduation rates have closed significantly over the last four years.

- Approximately 18 percent of Wilmington students compared to 44 percent of non-Wilmington students met or exceeded state standards on the 2022 English Language Arts (ELA) Smarter Balanced Assessment.
- Approximately 9 percent of Wilmington students compared to 32 percent of non-Wilmington students met or exceeded state standards on the 2022 Math Smarter Balanced Assessment.
- Approximately 24 percent of Wilmington students, compared to 46 percent of non-Wilmington students met or exceeded college and career readiness benchmarks in Evidence-Based Reading and Writing on the SAT in 2022.
- Approximately 8 percent of Wilmington students, compared to 23 percent of non-Wilmington students met or exceeded college and career readiness benchmarks in math on the SAT in 2022. These figures represent a decrease from the previous years.
- In all subject areas, Wilmington students from low-income families, English Learners, and students with disabilities are generally not meeting state standards, and they are underperforming compared to the general Wilmington student population.
- Gaps in graduation and dropout rates between Wilmington and non-Wilmington students have widened since 2020, with the COVID-19 pandemic playing a large role.

The Consortium believes that these trends, for the most part, are the result of systemic governance, resource allocation, and community collaboration problems within the public education system. The current system is inadequate to effectively address the unique educational and social-emotional needs of Wilmington students, many of whom live in severe poverty. While significant progress has been made to begin addressing these systemic problems, more work needs to be done to improve educational equity in Wilmington and throughout the state.