



Redding Consortium for Educational Equity

**STATUS OF
WILMINGTON
EDUCATION FOR
THE 2022–2023
AND 2023–2024
SCHOOL YEARS**

Prepared by

Institute for Public Administration
University of Delaware



UNIVERSITY OF DELAWARE
**BIDEN SCHOOL OF PUBLIC
POLICY & ADMINISTRATION**

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June 2025

Prepared by the
Institute for Public Administration
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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 Matt Meyer** for his willingness to continue the fight for all students in Delaware.
- **Secretary of Education Cynthia Marten** for her 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** at 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 2022–23 and 2023–24 school years. 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 student achievement for recent years.

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 Redding Consortium for Educational Equity (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. To assess student outcomes, this report analyzes data on enrollment, standardized test participation, and student proficiency from the 2022–23 and 2023–24 school years, as well as dropout rates and graduation rates from the 2022–23 and 2023–24 school years. Additionally, 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 intend to criticize the city's students or the local education agencies that serve them.

Key Findings

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 six years.

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, 2022–23, and 2023–24 school years; however, most student proficiency remains below pre-pandemic levels.

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 24.3 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.

¹ <https://www.census.gov/quickfacts/wilmingtoncitydelaware>

Section I: Wilmington Student Demographics and Public Schools

During the 2022–23 school year, there were 11,279 City of Wilmington students enrolled in public education. Of those students, approximately:

- 54 percent were from low-income families
- 9 percent were English Learners
- 23 percent were students with disabilities
- 69 percent identified as Black or African American
- 17 percent identified as Hispanic/Latino
- 9 percent identified as White

During the 2023–24 school year, there were 10,991 City of Wilmington students enrolled in public education. Of those students, approximately:

- 58 percent were from low-income families
- 9 percent were English Learners
- 24 percent were students with disabilities
- 71 percent identified as Black or African American
- 17 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 indicated that opportunity gaps in educational attainment occur when (1) one group of students outperforms another group and (2) the difference in average scores is statistically significant.²

In the 2022–23 school year, approximately 18 percent of Wilmington students compared to 42 percent of non-Wilmington students met or exceeded state standards on the 2023 English Language Arts (ELA) Smarter Balanced Assessment (SBAC). Additionally, 11 percent of Wilmington students compared to 34 percent of non-Wilmington students met or exceeded state standards on the 2023 Math SBAC. Opportunity gaps also existed in proficiency rates for the Scholastic Aptitude Test (SAT); about 27 percent of Wilmington students compared to 45 percent of non-Wilmington students met or exceeded state standards on the Evidence-Based Reading and Writing (ERW) section on the 2023 SAT. Furthermore, approximately 11 percent of Wilmington students, compared to 23 percent of non-Wilmington students, met or exceeded state standards on the math section of the 2023 SAT.

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

In the 2023–24 school year, roughly 18 percent of Wilmington students compared to 42 percent of non-Wilmington students met or exceeded state standards on the 2024 ELA SBAC; ELA proficiencies on the SBAC remained unchanged from 2022–23 to the 2023–24 school year. Additionally, roughly 11 percent of Wilmington students compared to 34 percent of non-Wilmington students met or exceeded state standards on the 2023 Math SBAC; math proficiencies on the SBAC remained unchanged from the 2022–23 to the 2023–24 school year. Opportunity gaps also existed in proficiency rates for the SAT; about 22 percent of Wilmington students compared to 45 percent of non-Wilmington students met or exceeded state standards on the ERW section of the 2024 SAT. Wilmington students' proficiency rates decreased by 5 percent from the 2022–23 to the 2023–24 school year. Furthermore, roughly 5 percent of Wilmington students, compared to 19 percent of non-Wilmington students, met or exceeded state standards on the math section of the 2024 SAT.

Students from Low-Income Families

Many students from low-income families living in the City of Wilmington were not proficient in ELA or math in the 2022–23 school year. Approximately 12 percent of students from low-income families in Wilmington met or exceeded state standards on the SBAC ELA test in 2023, compared to 26 percent of non-Wilmington students and 24 percent of students statewide from the same population. Additionally, roughly 6 percent of students from low-income families in Wilmington met or exceeded state standards on the SBAC math test in 2023, compared to 16 percent of non-Wilmington students and 16 percent of socioeconomically disadvantaged students statewide. Concerning the SAT, approximately 25 percent of students from low-income families in Wilmington met or exceeded state standards on the ELA portion of the SAT in 2023, compared to 26 percent of non-Wilmington students and 25 percent of students statewide from the same population. Moreover, roughly 7 percent of students from low-income families in Wilmington met or exceeded state standards on the math portion of the SAT in 2023, compared to 9 percent of non-Wilmington students and 9 percent of socioeconomically disadvantaged students statewide.

Additionally, roughly 13 percent of students from low-income families in Wilmington met or exceeded state standards on the SBAC ELA test in 2024, compared to 26 percent of non-Wilmington students and 24 percent of students statewide from the same population. Additionally, roughly 7 percent of students from low-income families in Wilmington met or exceeded state standards on the SBAC math test in 2024, compared to 19 percent of non-Wilmington students and 17 percent of socioeconomically disadvantaged students statewide. Concerning the SAT, approximately 15 percent of students from low-income families in Wilmington met or exceeded state standards on the ELA portion of the SAT in 2024, compared to 28 percent of non-Wilmington students and 26 percent of students statewide from the same population. Moreover, less than 5 percent of students from low-income families in Wilmington met or exceeded state standards on the math portion of the SAT in 2024, compared to 7 percent of non-Wilmington students and 6 percent of socioeconomically disadvantaged students statewide.

English Learners

The majority of English Learners from Wilmington were not proficient in ELA or math in the 2022–23 school year. Approximately 8 percent of ELs in Wilmington met or exceeded state standards on the SBAC ELA test in 2023, compared to 16 percent of non-Wilmington ELs. Furthermore, roughly 5 percent of ELs in Wilmington met or exceeded state standards on the SBAC math test in 2023,

compared to 17 percent of non-Wilmington ELs. Per the Delaware Department of Education (DDOE) reporting standards, the ELA and math proficiency results for the 2023 SAT have been redacted.

Roughly 9 percent of ELs in Wilmington met or exceeded state standards on the SBAC ELA test in the 2023–2024 school year, compared to 16 percent of non-Wilmington ELs. Furthermore, roughly 5 percent of ELs in Wilmington met or exceeded state standards on the SBAC math test in 2024, compared to 15 percent of non-Wilmington ELs. Per the DDOE reporting standards, the ELA and math proficiency results for the 2024 SAT have been redacted.

Section III: Dropout Rates

In the 2022–23 school year, the statewide dropout rate was 2.9 percent. The dropout rate for all Wilmington students in the 2022–23 school year was 3.3 percent, compared to 3.2 percent in the 2021–22 school year. The dropout rate for Wilmington students from low-income families in the 2022–23 school year was 3.5 percent, compared to 3.8 percent in the 2021–22 school year.

Section IV: Graduation Rates

In the 2022–23 school year, the statewide graduation rate was 88.9 percent. The graduation rate for all Wilmington students in the 2022–23 school year was 80.0 percent, compared to 75.6 percent in the 2021–22 school year. The graduation rate for Wilmington students from low-income families in the 2022–23 school year was 76.1 percent, compared to 70.2 percent in the 2021–22 school year.

Data and Definitions

All data from this report is 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 2023–24. This report only includes data from the past six 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 Appoquinimink School District and 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 current school years to 2020–2021 and 2021–22 data 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 points. 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.  to protect student privacy.

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 unit count each school year. There were 11,279 City of Wilmington students enrolled in public education during the 2022–23 school year. Of these students, 54 percent were from low-income families, 9 percent were English Learners, and 23 percent were students with disabilities. Statewide, 25 percent of students were from low-income families, 11 percent were English Learners, and 18 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, 2022–23 School Year

	Wilmington	Delaware	New Castle County	Kent County	Sussex County
Gender					
Female	49.45%	48.6%	48.6%	48.5%	48.6%
Male	50.55%	51.4%	51.4%	51.5%	51.4%
Race and Ethnicity					
American Indian or Alaskan Native	< 1%	< 1%	< 1%	< 1%	< 1%
Asian	< 1%	4.3%	6.4%	1.9%	1.3%
Black or African American	69.4%	30.5%	34.7%	34.0%	15.6%
Hispanic/Latino	17.3%	19.0%	18.8%	12.2%	26.8%
Two or more races	2.9%	5.2%	4.5%	6.7%	5.2%
Native Hawaiian or Other Pacific Islander	< 1%	< 1%	< 1%	< 1%	< 1%
White	9.3%	40.5%	35.0%	44.7%	50.5%
Low-Income Population	53.5%	25.2%	24.7%	27.6%	24.0%
English Learners (ELs) Population	8.9%	11.0%	10.4%	6.9%	17.0%
Students with Disabilities Population	23.1%	17.5%	18.0%	17.5%	16.1%

Source: Delaware Department of Education Data Sets 2022 and 2023.

During the 2023–24 school year, there were 10,991 City of Wilmington students enrolled in public education. Of these students, 58 percent were from low-income families, 9 percent were English Learners, and 24 percent were students with disabilities. Statewide, 27 percent of students were from low-income families, 12 percent were English Learners, and 18 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 2. Profile of City of Wilmington, Delaware, and County Students, 2023–24 School Year

	Wilmington	Delaware	New Castle County	Kent County	Sussex County
Gender					
Female	49.43%	48.49%	48.43%	48.37%	48.75%
Male	50.57%	51.51%	51.57%	51.63%	51.25%
Race and Ethnicity					
American Indian or Alaskan Native	< 1%	< 1%	< 1%	< 1%	< 1%
Asian	< 1%	4.42%	6.71%	1.8%	1.29%
Black or African American	70.52%	30.72%	34.74%	34.92%	15.67%
Hispanic/Latino	16.98%	19.58%	19.36%	12.73%	27.60%
Two or more races	2.88%	5.44%	4.78%	6.95%	5.52%
Native Hawaiian or Other Pacific Islander	< 1%	< 1%	< 1%	< 1%	< 1%
White	8.64%	39.32%	32.90%	43.05%	49.38%
Low-Income Population	57.82%	27.33%	26.72%	30.25%	25.72%
English Learners (ELs) Population	9.13%	11.69%	10.86%	7.85%	17.95%
Students with Disabilities Population	24.19%	18.3%	18.87%	18.13%	17.01%

Source: Delaware Department of Education Data Sets 2023 and 2024.

Table 3. City of Wilmington Student Enrollment, 2018–2024 School Years

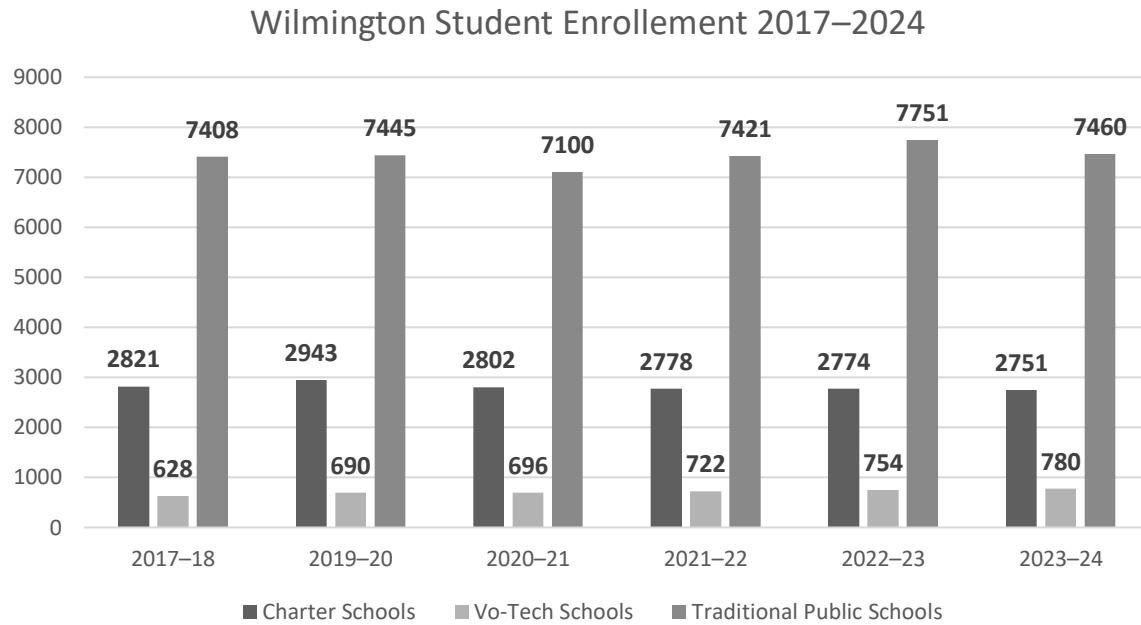
School Year	Pre-K Enrollment	K–8 Enrollment	9–12 Enrollment	Total Enrollment
2017–18	107	7,988	3,093	11,188
2018–19	140	7,797	2,916	10,853
2019–20	177	7,753	3,148	11,078
2020–21	125	7,400	3,073	10,598
2021–22	150	7,519	3,252	10,921
2022–23	166	7,707	3,406	11,279
2023–24	185	7,500	3,306	10,991

Source: Delaware Department of Education Data Sets 2022, 2023, and 2024.

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. Table 4 illustrates Wilmington student enrollment in public and charter schools in 2022—2023 and 2023—2024.

Figure 1. Wilmington Student Enrollment by Public School Type, 2018–2024 School Years



Source: Delaware Department of Education Data Sets 2023.

Table 4. Wilmington Student Enrollment in Public Schools, 2022–23 and 2023–24 School Years

	2022–23	Percent of Total Student Population	2023–24	Percent of Total Student Population
Red Clay Consolidated School District*	3,458	21.2%	3,278	20.4%
Brandywine School District	1,995	19.2%	1,943	18.8%
Christina School District	1,863	14.1%	1,934	14.6%
Colonial School District	345	3.8%	273	3.1%
Academia Antonia Alonso	230	32.0%	181	28.2%
Charter School of New Castle	190	25.6%	206	27.0%
Charter School of Wilmington	71	7.3%	55	5.7%
Delaware Military Academy	29	5.0%	29	5.1%
East Side Charter School	362	76.7%	345	77.4%
Edison (Thomas A.) Charter School	516	81.7%	505	84.3%
First State Military Academy	17	3.9%	10	2.4%
First State Montessori Academy	173	27.5%	181	28.2%
Freire Charter School Wilmington	229	50.9%	235	57.2%
Gateway Lab School	50	26.9%	92	32.0%
Great Oaks Charter School	169	77.9%	173	77.2%
Kuumba Academy Charter School	475	73.9%	493	72.1%
Las Américas ASPIRA Academy	61	4.6%	140	5.5%
New Castle County (NCC) Vo-Tech School District	753	15.9%	779	16.2%
Odyssey Charter School	266	12.5%	329	15.0%

Additionally, the following districts and charter schools serve between 1 and 15 Wilmington students: MOT Charter School, Milford School District, Newark Charter School, and the Smyrna School District.

Source: Delaware Department of Education Data Sets 2022, 2023, and 2024.

*In this section, Charter School of Wilmington and Delaware Military Academy are reported as part of the Red Clay Consolidated School District. 71 Wilmington students were enrolled at Charter School of Wilmington, and 29 were enrolled at the Delaware Military Academy in the 2022–23 and 2023–24 school years.

Table 5 below summarizes the public schools that are located within the City of Wilmington limits, regardless of their student population. Table 6 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 5. Public Schools within the City of Wilmington, 2022–23 and 2023–24 School Years

District Schools Located Within City of Wilmington Limits			
District	Elementary	Middle	High
Brandywine	Harlan Elementary School	P.S. DuPont Middle School	N/A
Christina	Maurice Pritchett Sr. Academy The Bayard School Stubbs Early Education Center	Maurice Pritchett Sr. Academy 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 (K–8)
Edison Charter School (K–8)
First State Montessori Academy (K–8)
Freire Charter School Wilmington (8–12)
Great Oaks Charter School (9–12)
Kuumba Academy Charter School (K–8)

Sources: Delaware Department of Education, School Profiles 2023 and 2024.

Notes: *Magnet school.

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

Table 6. Percentage of Low-Income Student Enrollment in Schools Located in the City of Wilmington, 2022–23 and 2023–24 School Year

School Name	2022–23	2023–24
The Bancroft School	69%	71%
Edison Charter School	67%	76%
East Side Charter School	66%	70%
The Bayard School	63%	66%
Great Oaks Charter School	63%	59%
Warner Elementary School	61%	66%
Stubbs Early Education Center	60%	69%
Joseph E. Johnson, Jr. Elementary School	61%	66%
Shortlidge Academy	59%	69%
Kuumba Academy Charter School	55%	60%
Harlan Elementary School	53%	51%
Lewis Dual Language Elementary School	49%	57%
Freire Charter School Wilmington	47%	51%
Howard High School of Technology	40%	41%
P.S. duPont Middle School	33%	30%
First State Montessori Academy	10%	11%
Cab Calloway School of the Arts	8%	11%
Charter School of Wilmington	4%	4%

Source: Delaware Report Card, 2023 and 2024

Section II: Student Proficiency

The most widely used measure of academic, teaching, and learning success is student performance on state standardized tests. Delaware utilizes the Smarter Balanced Assessment Consortium (SBAC, or Smarter Balanced Assessment) to assess and measure English Language Arts (ELA) and math proficiency rates for students grades 3–8.

The Scholastic Aptitude Test (SAT) measures the skills and knowledge that are important for success in college and career for students in grade 11. 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, the Delaware Department of Education (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.³ 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. Due to the decreased participation on the 2021 test, caution should be used

³ <https://education.delaware.gov/community/data/data-privacy/>

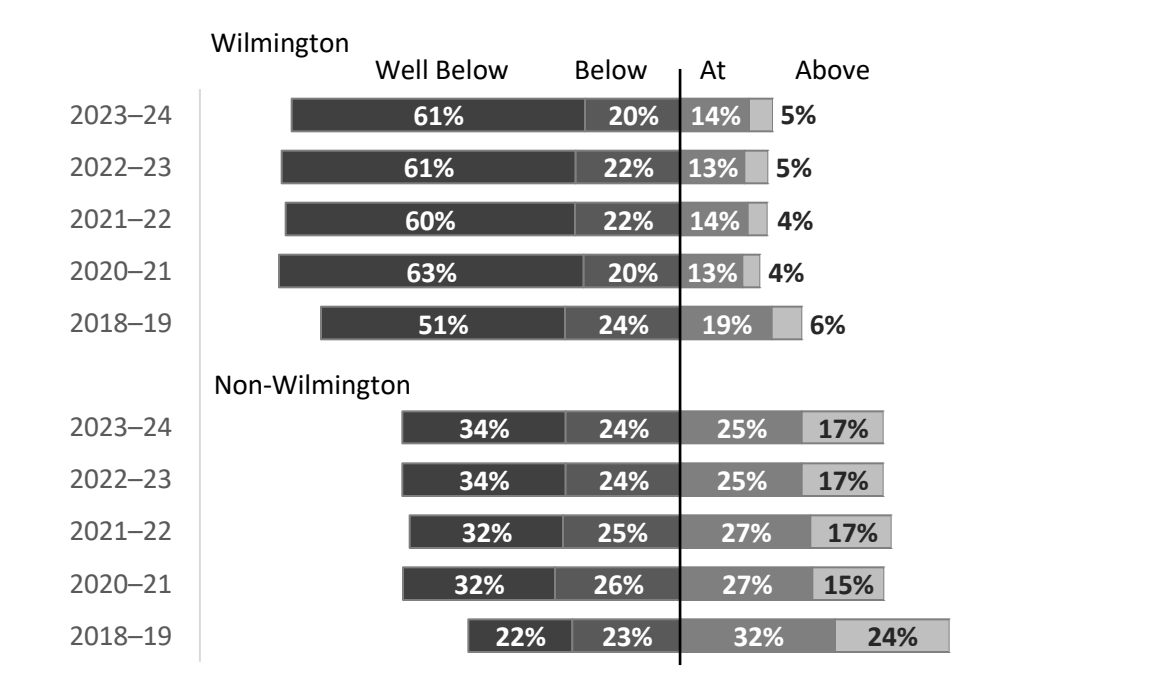
when comparing the 2021 data directly to previous years' data.⁴ The data should be treated as an unweighted, non-representative snapshot of the students who participated in state testing. In 2022 and after, testing numbers were closer to pre-pandemic numbers.

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. Where necessary to protect student privacy, student achievement is aggregated to "Meets the Standard" and "Does Not Meet the Standard." Due to rounding, figures may not report proportions that equate to 100 percent.

Figures 2, 3, and 4 below compare proficiency of Wilmington students and non-Wilmington students on the SBAC in ELA across a five-year period, and in 2023 and 2024 by county, respectively.

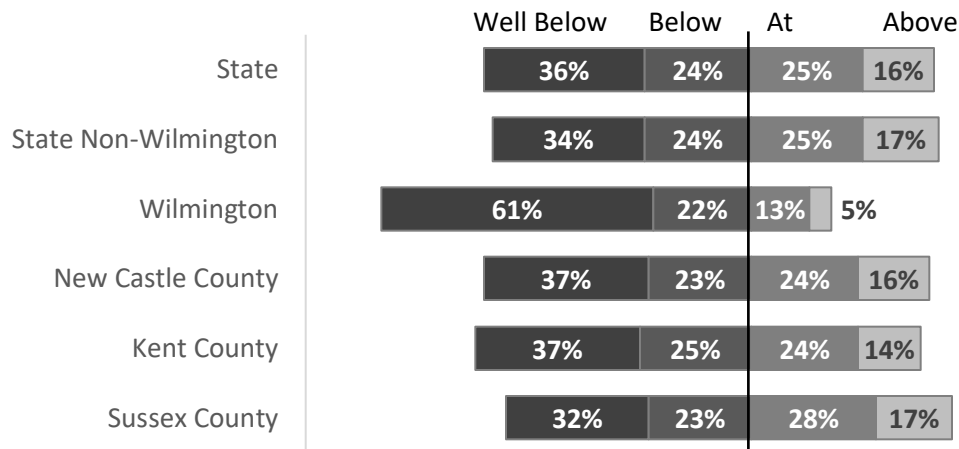
Figure 2. ELA Proficiency for Wilmington and Non-Wilmington Students on the SBAC, 2018–2024 School Years (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2022, 2023, and 2024.

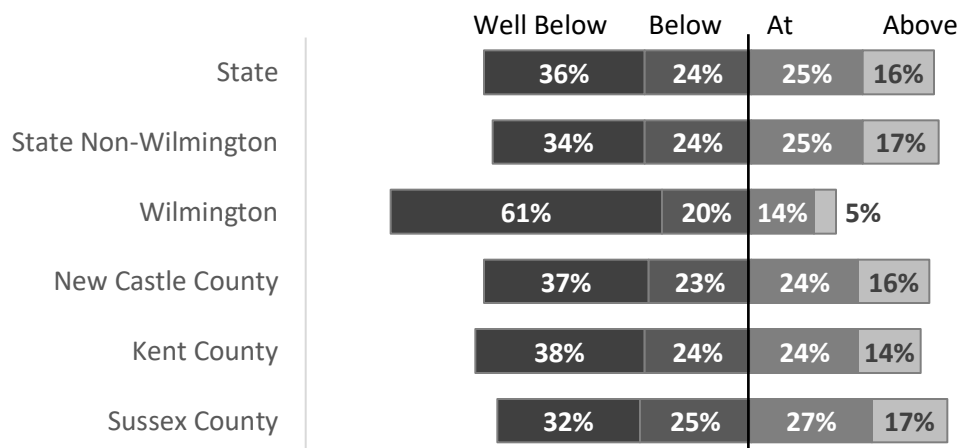
⁴ The Delaware Department of Education's full guidance on use of the 2021 data is published online at the following address:
https://education.delaware.gov/wp-content/uploads/2024/07/dde_ddoe_faq_impact_on_assessment_2021.pdf

Figure 3. ELA Proficiency for All Students by State, County, and Wilmington on the SBAC, 2022–23 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2022 and 2023.

Figure 4. ELA Proficiency for All Students by State, County, and Wilmington on the SBAC, 2023–24 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2023 and 2024.

Summary of Student Proficiency in English Language Arts on the SBAC

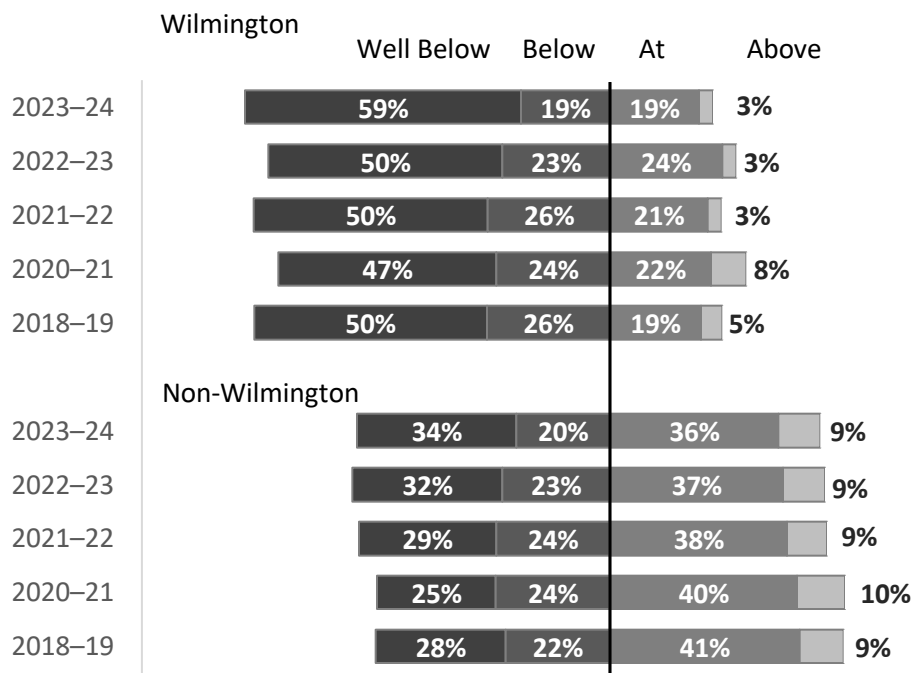
In the 2022–23 school year, 41 percent of students statewide met or exceeded state standards. Approximately 18 percent of Wilmington students met or exceeded state standards, compared to 42 percent of non-Wilmington students. By county, the number of students who met or exceeded state standards was within +/- four percentage points of the state average; roughly 40 percent of New Castle County students met or exceeded state standards on the 2023 ELA SBAC, whereas 38 percent and 45 percent of Kent County and Sussex County students met or exceeded state standards, respectively.

According to the *Status of Wilmington Education for the 2020–2022 School Years Data Report*, proficiency rates have remained consistent from the 2021–22 school year to the 2022–23 school year.

In the 2023–24 school year, 41 percent of students continued statewide to meet or exceed state standards. There was a slight increase in the amount of Wilmington students who met or exceeded state standards, raising to 19 percent; comparatively 42 percent of non-Wilmington students met or exceeded state standards, neither increasing nor decreasing from the previous year. By county, the number of students who met or exceeded state standards was within +/- three percentage points of the state average; roughly 40 percent of New Castle County students met or exceeded state standards on the 2023 ELA SBAC, whereas 38 percent and 44 percent of Kent County and Sussex County students met or exceeded state standards, respectively. Within all three counties, proficiencies were relatively similar from 2022–23 to 2023–24.

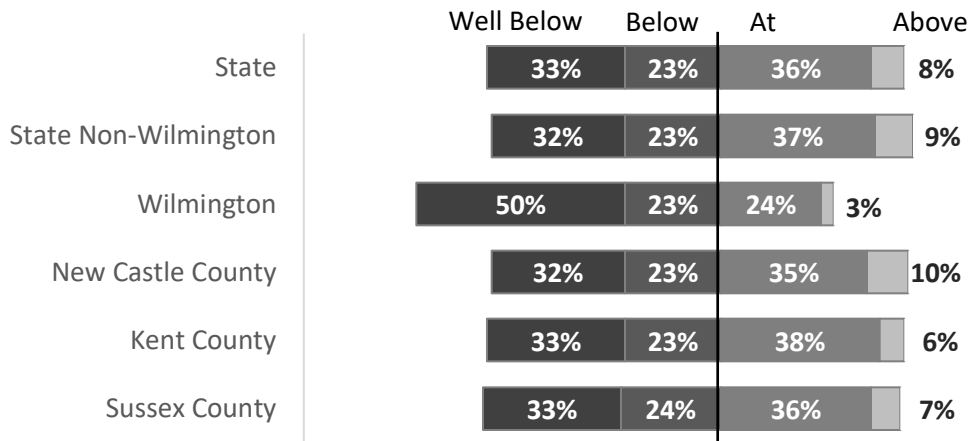
Figure 5 depicts proficiency of Wilmington students and non-Wilmington students on the ERW section of the SAT across a five-year period. Figure 6 displays student ERW proficiency by state, county, and Wilmington on the SAT in the 2022–23 school year. Figure 7 displays student ERW proficiency by state, county, and Wilmington on the SAT in the 2023–24 school year.

Figure 5. ERW Proficiency for Wilmington and Non-Wilmington Students on the SAT, 2018–2024 School Years (Grade Levels Combined)



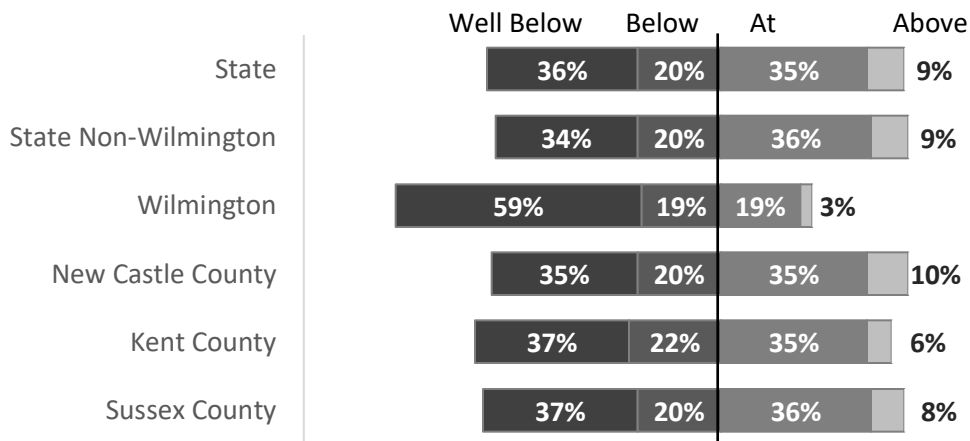
Source: Delaware Department of Education Data Sets 2022, 2023, and 2024.

Figure 6. ERW Proficiency for All Students by State, County, and Wilmington on the SAT, 2022–23 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2022 and 2023.

Figure 7. ERW Proficiency for All Students by State, County, and Wilmington on the SAT, 2023–24 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2023 and 2024.

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

In 2022–23 school year, 44 percent of students statewide met or exceeded state standards on the ERW portion of the SAT. Approximately 27 percent of Wilmington students met or exceeded state standards, compared to 45 percent of non-Wilmington students. By county, the number of students who met or exceeded state standards was within +/- two percentage points of the state average; roughly 45 percent of New Castle County students met or exceeded state standards on the ERW portion of the 2023 SAT, whereas 44 percent and 43 percent of Kent County and Sussex County students met or exceeded state standards, respectively.

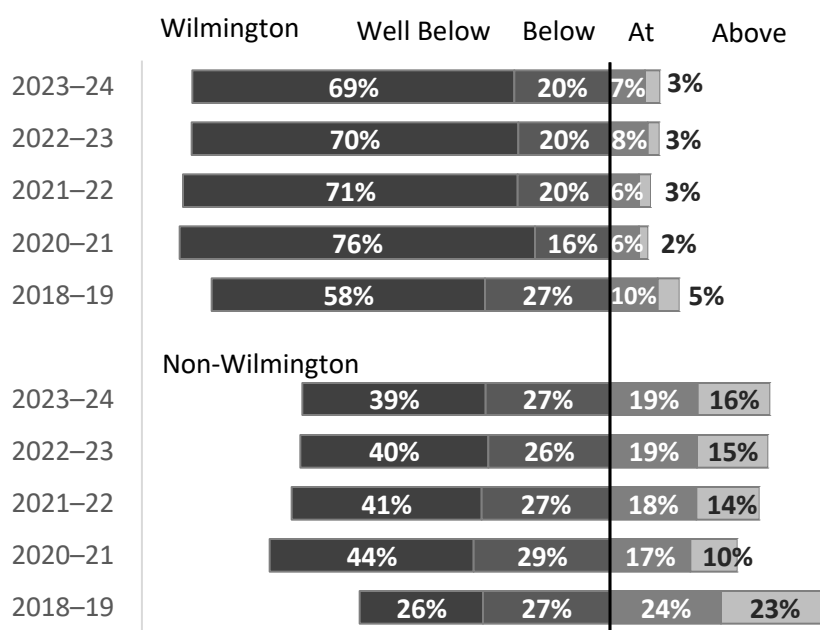
According to the *Status of Wilmington Education for the 2020–2022 School Years Data Report*, proficiency rates have decreased by one percent statewide and one percent statewide for non-Wilmington students in 2022–23. For Wilmington students, proficiency rates have increased by three percent, the primary change of students “meeting” state standards. The proportion of New Castle County who met or exceeded standards on the ERW portion of the SAT has decreased by one percent. In contrast, Kent County students’ proficiency rates have increased by one percent, whereas Sussex County students’ proficiency rates have increased by three percent.

Additionally, 44 percent of students statewide met or exceeded state standards on the ERW portion of the SAT in 2023–24 school year, remaining unchanged from 2022–23 school year. Roughly 22 percent of Wilmington students met or exceeded state standards, a five percent decrease from 2022–23 school year. By county, the number of students who met or exceeded state standards is within +/- three percentage points of the state average; roughly 45 percent of New Castle County students met or exceeded state standards on the ERW portion of the 2024 SAT, whereas 41 percent and 44 percent of Kent County and Sussex County students met or exceeded state standards, respectively. Within all three counties, proficiencies were relatively similar from 2022–23 school year to 2023–24.

Student Proficiency in Math

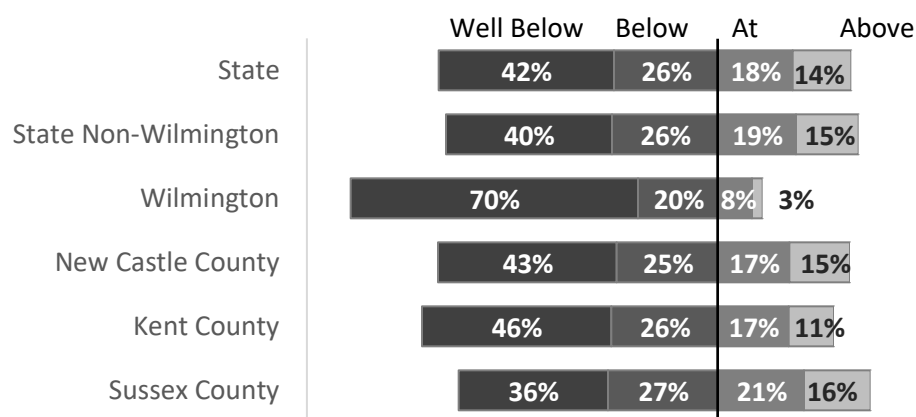
This section examines student proficiency in math for both SBAC and SAT by state, county, Wilmington students, and non-Wilmington Students. Where necessary to protect student privacy, student achievement is aggregated to “Meets the Standard” and “Does Not Meet the Standard.” Due to rounding, figures may not report proportions that equate to 100 percent.

Figure 8. Math Proficiency for Wilmington and Non-Wilmington Students on the SBAC, 2018–2024 School Years (Grade Levels Combined)



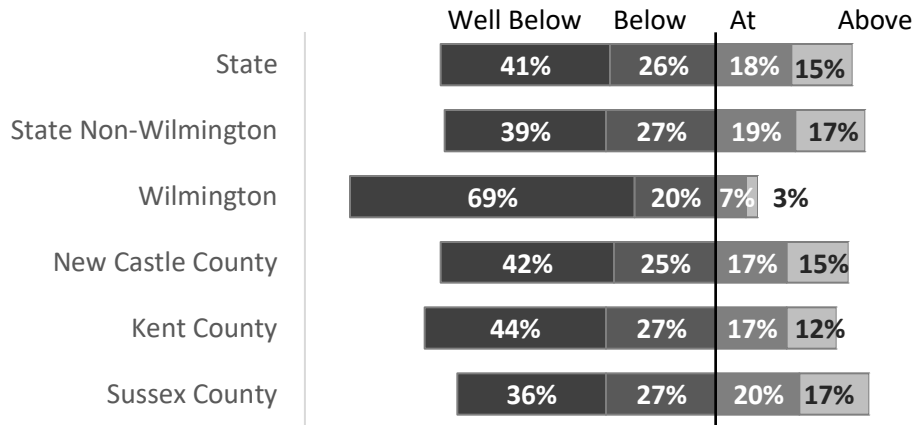
Source: Delaware Department of Education Data Sets 2022, 2023, and 2024.

Figure 9. Math Proficiency for All Students by State, County, and Wilmington on the SBAC, 2022–23 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2022 and 2023.

Figure 10. Math Proficiency for All Students by State, County, and Wilmington on the SBAC, 2023–24 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2023 and 2024.

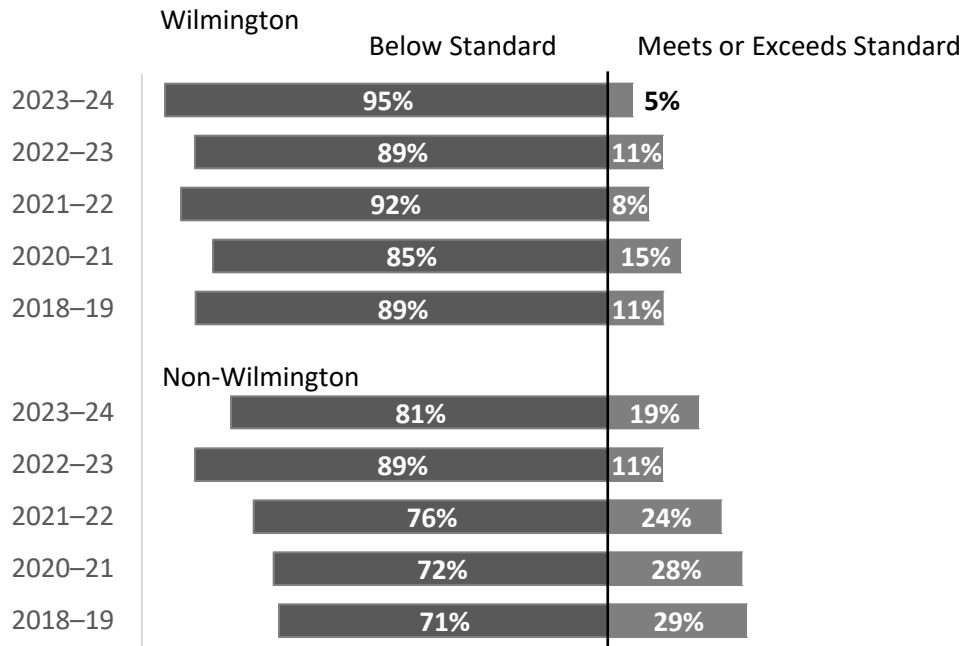
Summary of Student Proficiency in Math on the SBAC

In the school year 2022–23, 32 percent of students met or exceeded state standards on the math portion of the Smarter Balance Assessment. Approximately 11 percent of Wilmington students met or exceeded state standards, compared to 34 percent of non-Wilmington students. By county, the number of students who met or exceeded state standards is within +/- five percentage points of the state average; roughly 32 percent of New Castle County students met or exceeded state standards on the math portion of the 2023 Smarter Balance Assessment, whereas 28 percent and 37 percent of Kent County and Sussex County students met or exceeded state standards, respectively.

According to the *Status of Wilmington Education for the 2020–2024 School Years Data Report*, proficiency rates have remained consistent from the 2021–22 school year to the 2023–24 school year.

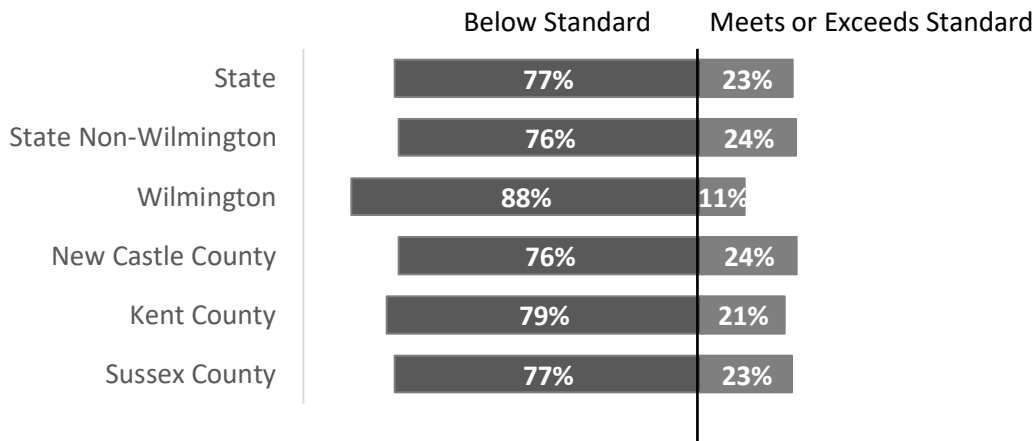
In the 2023–24 school year, 33 percent of students met or exceeded state standards on the math portion of the Smarter Balance Assessment. Ten percent of Wilmington students met or exceeded state standards, compared to 29 percent of non-Wilmington students. By county, the number of students who met or exceeded state standards is within +/- five percentage points of the state average; roughly 32 percent of New Castle County students met or exceeded state standards on the math portion of the 2024 Smarter Balance Assessment, whereas 29 percent and 37 percent of Kent County and Sussex County students met or exceeded state standards, respectively.

Figure 11. Math Proficiency for Wilmington and Non-Wilmington Students on the SAT, 2018–2024 School Years (Grade Levels Combined)



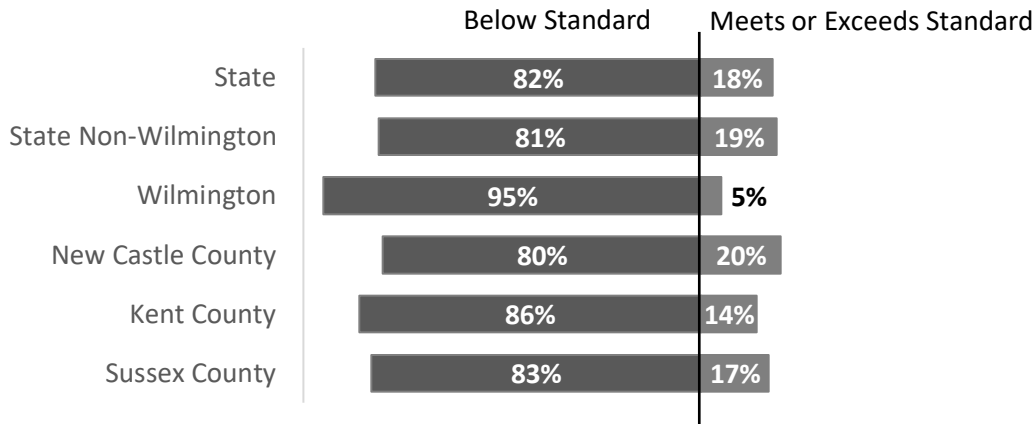
Source: Delaware Department of Education Data Sets 2022, 2023, and 2024.

Figure 12. Math Proficiency for All Students by State, Country, and Wilmington on the SAT, 2022–23 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2022 and 2023.

Figure 13. Math Proficiency for All Students by State, Country, and Wilmington on the SAT, 2023–24 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2023 and 2024.

Summary of Student Proficiency in Math on the SAT

In the school year 2022–23, 23 percent of students met or exceeded state standards on the math portion of the SAT. Approximately 11 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 +/- three percentage points of the state average; roughly 24 percent of New Castle County students met or exceeded state standards on the math portion of the 2023 SAT, whereas 21 percent and 23 percent of Kent County and Sussex County students met or exceeded state standards, respectively.

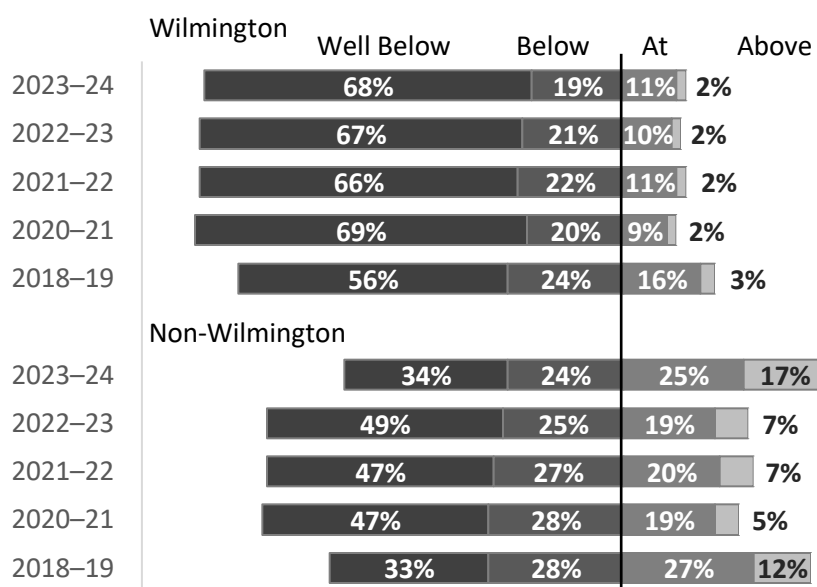
According to the *Status of Wilmington Education for the 2023–2024 School Years Data Report*, proficiency rates for have decreased by five percent statewide and for non-Wilmington students in the last year. For Wilmington students, proficiency rates have decreased by six percent. The proportion of New Castle, Kent, and Sussex County who met or exceeded standards on the math portion of the SAT has decreased by four, seven, and six percent respectively.

In the school year 2023–24, 18 percent of students met or exceeded state standards on the math portion of the SAT. Approximately five percent of Wilmington students met or exceeded state standards, compared to 19 percent of non-Wilmington students. By county, the number of students who met or exceeded state standards is within +/- four percentage points of the state average; roughly 20 percent of New Castle County students met or exceeded state standards on the math portion of the 2023 SAT, whereas 14 percent and 17 percent of Kent County and Sussex County students met or exceeded state standards, respectively.

Students from Low-Income Families

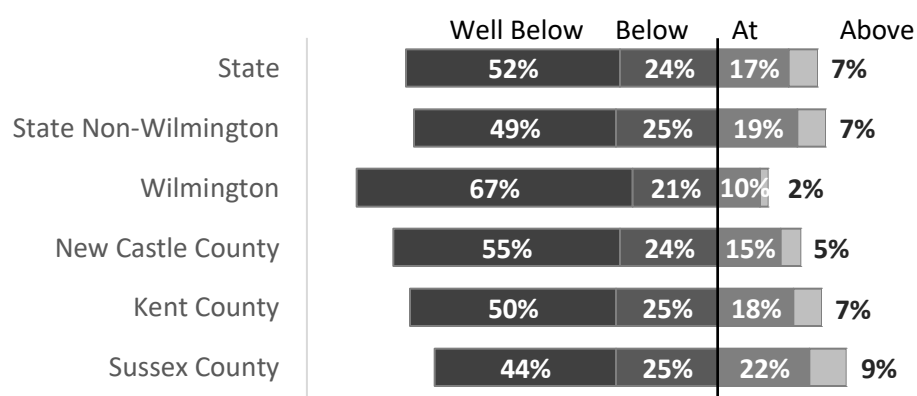
The following figures compare the proficiency of all students from low-income families and City of Wilmington students from low-income families on both the SBAC and SAT. Figures 14, 15, and 16 discuss performance of students from low-income families on the SBAC in ELA. Due to participation differences 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. Figures may not report proportions that equate to 100 percent due to rounding.

Figure 14. ELA Proficiency for Students from Low-Income Families on the SBAC, 2018–2024 School Years (Grade Levels Combined)



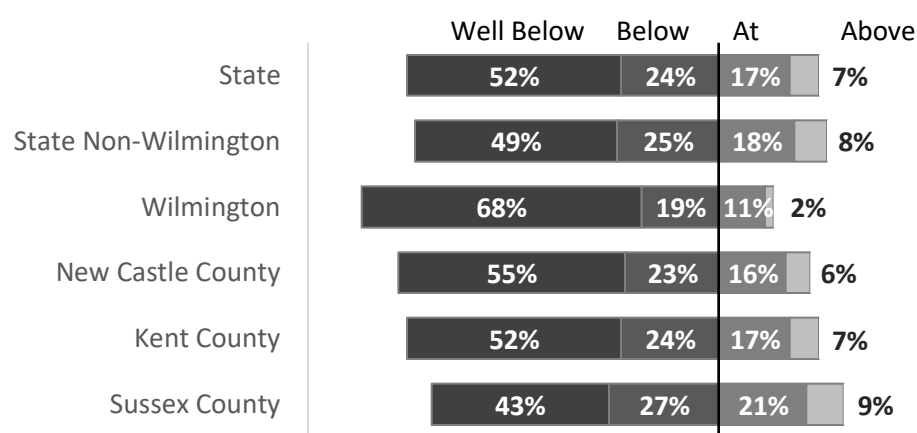
Source: Delaware Department of Education Data Sets 2022, 2023, and 2024.

Figure 15. ELA Proficiency for Students from Low-Income Families on the SBAC, by State, County, and Wilmington, 2022–23 School Year



Source: Delaware Department of Education Data Sets 2022 and 2023.

Figure 16. ELA Proficiency for Students from Low-Income Families on the SBAC, by State, County, and Wilmington, 2023–24 School Year



Source: Delaware Department of Education Data Sets 2023 and 2024.

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

In the 2022–23 school year, 24 percent of students from low-income families statewide met or exceeded state standards. Approximately 12 percent of Wilmington students from low-income families met or exceeded state standards, compared to 26 percent of non-Wilmington students from low-income families. By county, the number of students who met or exceeded state standards is within +/- seven percentage points of the state average; roughly 20 percent of New Castle County students from low-income families met or exceeded state standards on the 2023 ELA SBAC, whereas 25 percent and 31 percent of Kent County and Sussex County students from low-income families met or exceeded state standards, respectively.

According to the *Status of Wilmington Education for the 2021–2022 School Year Data Report*, proficiency rates have remained consistent from school year 2021–22. The proportion of New Castle County students from low-income families who met or exceeded standards on the ELA SBAC has decreased by one percent. In contrast, Kent County students from low-income families have not increased or decreased proficiency on the ELA SBAC. However, Sussex County students' proficiency rates have dropped by two percent.

In 2023–24 school year, 24 percent of students from low-income families statewide 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. By county, the number of students who met or exceeded state standards is within +/- six percentage points of the state average; roughly 22 percent of New Castle County students from low-income families met or exceeded state standards on the 2023 ELA SBAC, whereas 24 percent and 30 percent of Kent County and Sussex County students from low-income families met or exceeded state standards, respectively. Within all three counties, proficiencies were relatively similar from the 2022–23 school year to 2023–24.

Figures 17, 18, and 19 illustrate the performance of students from low-income families on the ERW section of the SAT. For student privacy, categories have been aggregated.

Figure 17. ERW Proficiency for Students from Low-Income Families on the SAT, 2018–2024 School Years



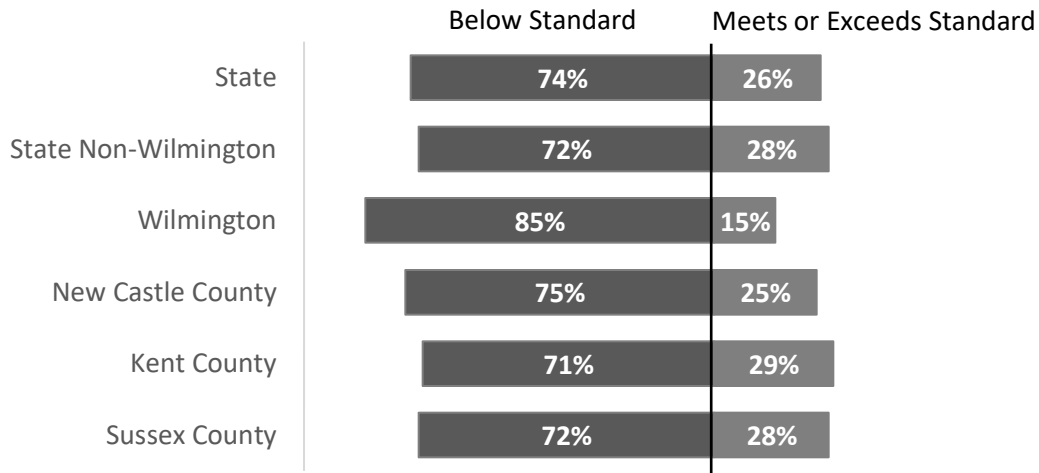
Source: Delaware Department of Education Data Sets 2022, 2023, and 2024.

Figure 18. ERW Proficiency for Students from Low-Income Families on the SAT, by State, County, and Wilmington, 2022–23 School Year



Source: Delaware Department of Education Data Sets 2022 and 2023.

Figure 19. ERW Proficiency for Students from Low-Income Families on the SAT, by State, County, and Wilmington, 2023–24 School Year



Source: Delaware Department of Education Data Sets 2023 and 2024.

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

In the 2022–23 school year, 25 percent of students from low-income families statewide met or exceeded state standards, compared to 44 percent of the statewide student population. Approximately 20 percent of Wilmington students from low-income families met or exceeded state standards, compared to 26 percent of non-Wilmington students from low-income families, and 27 percent of all Wilmington students. By county, the number of students from low-income families who met or exceeded state standards is within +/- one percentage points of the state average of students from low-income families.

According to the *Status of Wilmington Education for the 2020–2022 School Years Data Report*, proficiency rates have slightly fluctuated in the 2022–23 school year for all low-income students across all counties.

In the 2023–24 school year, 26 percent of students from low-income families statewide met or exceeded state standards, compared to 44 percent of the statewide student population. Approximately 15 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 22 percent of all Wilmington students. Proficiency rates for ERW have decreased by five percent for Wilmington students on the 2024 SAT. By county, the number of students from low-income families who met or exceeded state standards is within +/- three percentage points of the state average of students from low-income families.

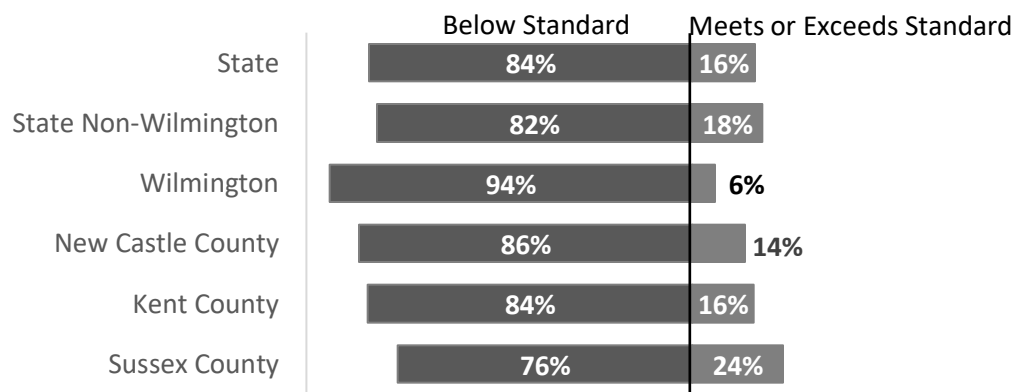
Figures 20, 21, and 22 discuss the performance of students from low-income families on the math section of the SBAC. For student privacy, categories have been aggregated.

Figure 20. Math Proficiency for Students from Low-Income Families on the SBAC, Wilmington and Non-Wilmington Students, 2018–2024 School Years



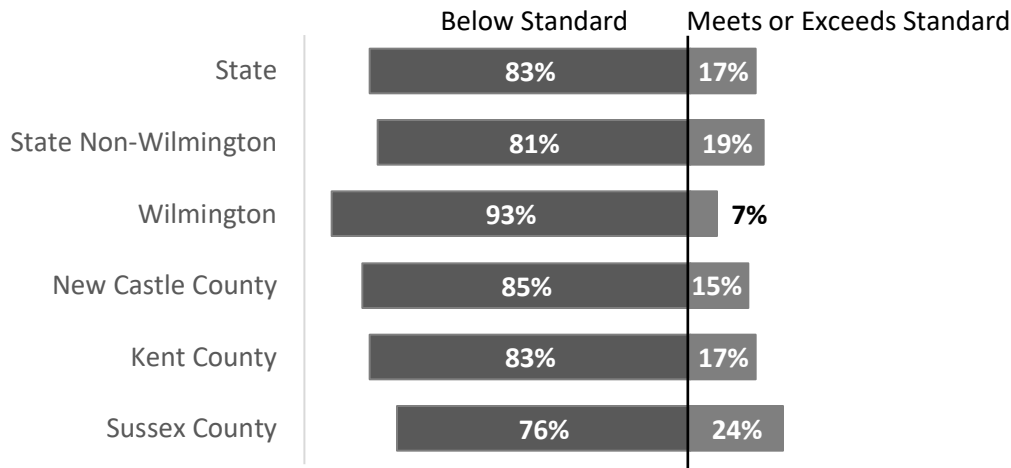
Source: Delaware Department of Education Data Sets 2022, 2023, and 2024.

Figure 21. Math Proficiency for Students from Low-Income Families on the SBAC, State, County, and Wilmington, 2022–23 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2022 and 2023.

Figure 22. Math Proficiency for Students from Low-Income Families on the SBAC, State, County, and Wilmington, 2023–24 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2023 and 2024.

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

In the 2022–23 school year, 16 percent of students from low-income families met or exceeded state standards, compared to 32 percent of the statewide student population. Approximately 6 percent of Wilmington students from low-income families met or exceeded state standards, compared to 18 percent of non-Wilmington students from low-income families, and 11 percent of all Wilmington students. By county, the number of students from low-income families who met or exceeded state standards is within +/- seven percentage points of the state average of students from low-income families.

According to the *Status of Wilmington Education for the 2020–2022 School Years Data Report*, proficiency rates have increased by one percent for all low-income students across all counties except for Sussex County. New Castle County and Kent County experienced an approximately 1 percent increase, while Sussex County saw a similar performance as last year.

In the 2023–24 school year, 17 percent of students from low-income families met or exceeded state standards, compared to 33 percent of the statewide student population. Approximately seven percent of Wilmington students from low-income families met or exceeded state standards, compared to 19 percent of non-Wilmington students from low-income families, and 10 percent of all Wilmington students. By county, the number of students from low-income families who met or exceeded state standards is within +/- eight percentage points of the state average of students from low-income families.

The Figures 23 and 24 show low-income student achievement on the math section of the SAT.

Figure 23. Math Proficiency for Low-Income Students by State, County, and Wilmington on the SAT, 2022–23 School Year



Source: Delaware Department of Education Data Sets 2022 and 2023.

Figure 24. Math Proficiency for Low-Income Students by State, County, and Wilmington on the SAT, 2023–24 School Year



Source: Delaware Department of Education Data Sets 2023 and 2024.

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

In the 2022–23 school year, nine percent of students from low-income families met or exceeded state standards, compared to 23 percent of the statewide student population. Approximately seven percent of Wilmington students from low-income families met or exceeded state standards, compared to nine percent of non-Wilmington students from low-income families, and 11 percent of all Wilmington students. By county, the number of students from low-income families who met or exceeded state standards is within +/- two percentage points of the state average of students from low-income families.

According to the *Status of Wilmington Education for the 2020–2022 School Years Data Report*, proficiency rates have decreased for all low-income students across all counties. New Castle County experienced a two percent decrease, Kent County experienced a three percent decrease, and Sussex County experienced a four percent decrease.

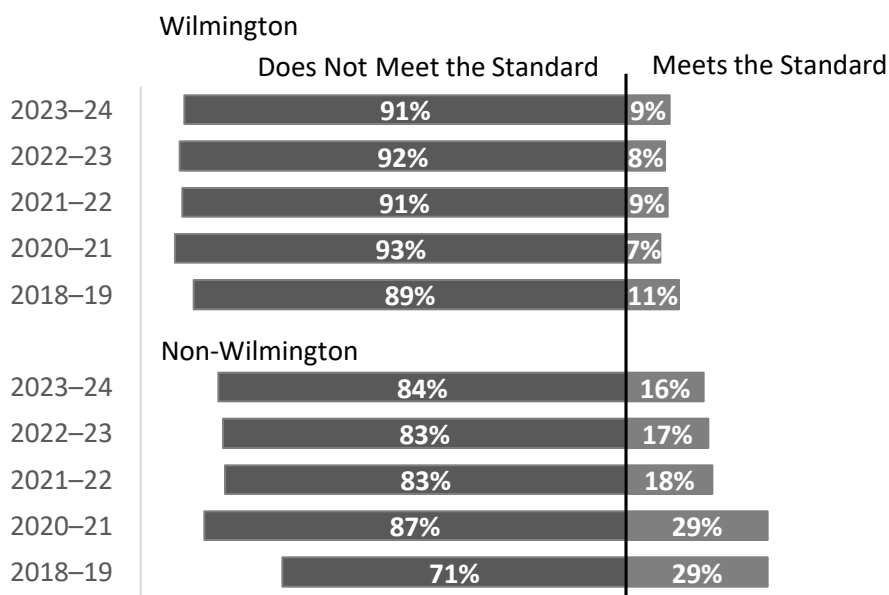
In the 2023–24 school year, six percent of students from low-income families met or exceeded state standards, compared to 18 percent of the statewide student population. Approximately two percent of Wilmington students from low-income families met or exceeded state standards, compared to seven percent of non-Wilmington students from low-income families, and five percent of all Wilmington students. By county, the number of students from low-income families who met or exceeded state standards is within +/- one 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. Figures may not report proportions that equate to 100 percent due to rounding.

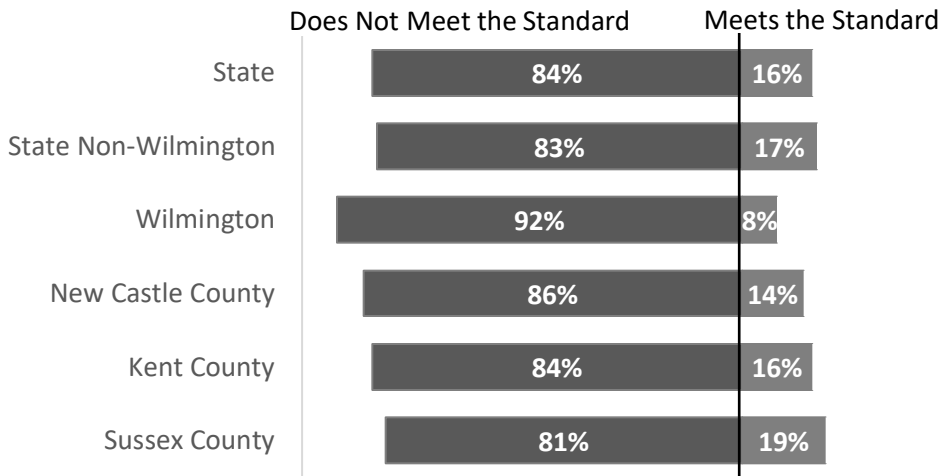
For this subgroup, student achievement is aggregated to “Meets the Standard” and “Does Not Meet the Standard” for SBAC. All SAT results have been redacted.

Figure 25. ELA Proficiency for English Learners on the SBAC, Wilmington and Non-Wilmington Students, 2018–2024 School Years (Grade Levels Combined)



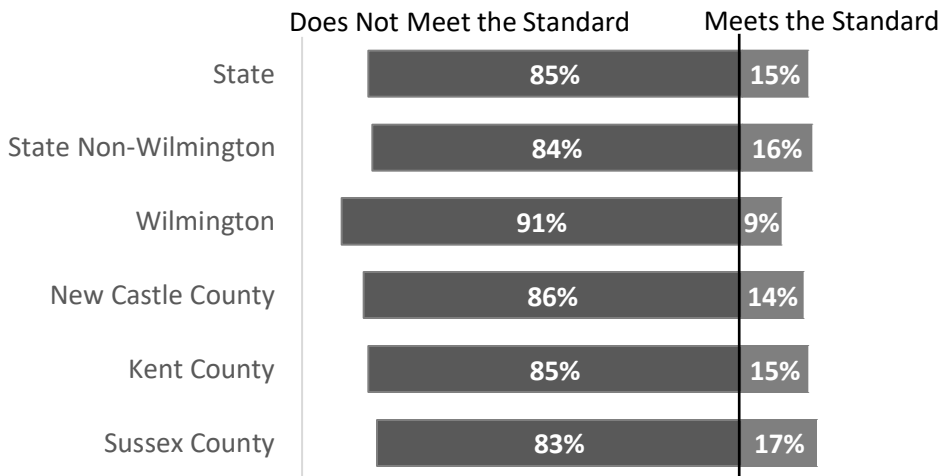
Source: Delaware Department of Education Data Sets 2022, 2023, and 2024.

Figure 26. ELA Proficiency for English Learners by State, County, and Wilmington on the SBAC, 2022–23 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2022 and 2023.

Figure 27. ELA Proficiency for English Learners by State, County, and Wilmington on the SBAC, 2023–24 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2023 and 2024.

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

In 2022–23 school year, 16 percent of English Learners met or exceeded state standards statewide, compared to 41 percent of the statewide student population. Approximately eight percent of Wilmington English Learners met or exceeded state standards, compared to 17 percent of non-Wilmington English Learners, and 18 percent of all Wilmington students. By county, the number of

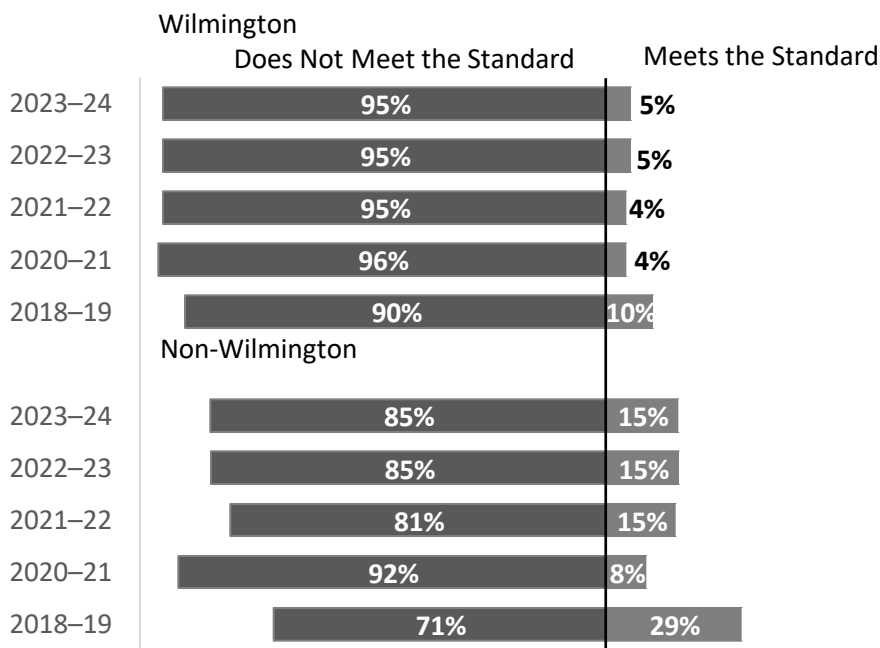
English Learner students who met or exceeded state standards is within +/- three percentage points of the state average of English Learners.

According to the *Status of Wilmington Education for the 2020–2022 School Years Data Report*, proficiency rates have decreased for English Learners statewide by one percent in 2022–23 school year. Proficiency rates have also decreased by one percent for non-Wilmington English Learners in the last year. Proficiency rates on the ELA SBAC have decreased by one percent for Wilmington English Learners. Additionally, the proportion of New Castle County English Learners have decreased by two percent, whereas Kent County proficiency rates for English Learners have not changed. However, Sussex County students’ proficiency rates have dropped by two percent in 2022–23 school year from school year 2021–22.

In 2023–24 school year, 15 percent of English Learners met or exceeded state standards statewide, compared to 41 percent of the statewide student population. Approximately nine percent of Wilmington English Learners met or exceeded state standards, compared to 16 percent of non-Wilmington English Learners, and 19 percent of all Wilmington students. By county, the number of English Learner students who met or exceeded state standards is within +/- two percentage points of the state average of English Learners. Within all three counties, proficiencies were relatively similar from 2022–23 school year to 2023–24.

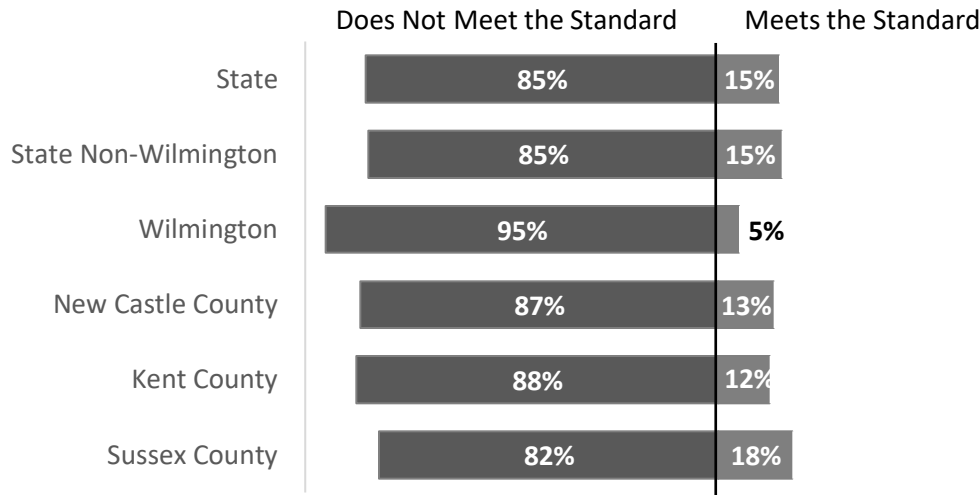
Figures 28, 29, and 30 discuss the performance of English Learners on the SBAC in math. Wilmington student proficiency data for the 2021–22 school year are redacted to protect student privacy.

Figure 28. Math Proficiency for English Learners on the SBAC, Wilmington and Non-Wilmington Students, 2018–2024 School Years (Grade Levels Combined)



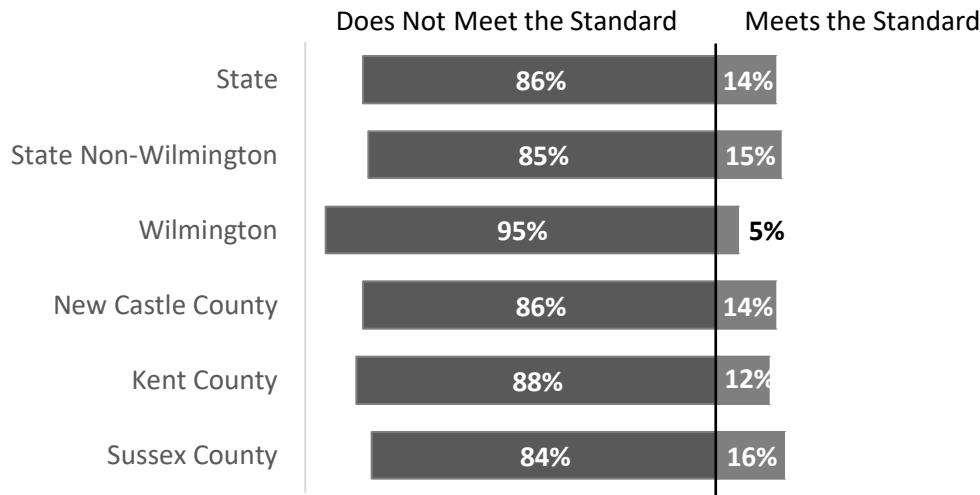
Source: Delaware Department of Education Data Sets 2022, 2023, and 2024.

Figure 29. Math Proficiency for English Learners on the SBAC by State, County, and Wilmington, 2022–23 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2022 and 2023.

Figure 30. Math Proficiency for English Learners on the SBAC by State, County, and Wilmington, 2023–24 School Year (Grade Levels Combined)



Source: Delaware Department of Education Data Sets 2023 and 2024.

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

In the 2022–23 school year, 15 percent of English Learners met or exceeded state standards, compared to 32 percent of the statewide student population. Approximately five percent of Wilmington English Learners met or exceeded state standards, compared to 15 percent of non-Wilmington English Learners, and 11 percent of all Wilmington students. By county, the number of English Learner students who met or exceeded state standards is within +/- three percentage points of the state average of English Learners.

According to the *Status of Wilmington Education for the 2020–2022 School Years Data Report*, proficiency rates have decreased for English Learners statewide by one percent and remained the same for both Wilmington and non-Wilmington English Learners in the last year. Additionally, the proficiency rates for English Learners of New Castle County have decreased by one percent, those in Kent County have not changed, and those in Sussex County have dropped by two percent in the 2022–23 school year from the 2021–22 school year.

In the 2023–24 school year, 14 percent of English Learners met or exceeded state standards, compared to 33 percent of the statewide student population. Approximately five percent of Wilmington English Learners met or exceeded state standards, compared to 15 percent of non-Wilmington English Learners, and 10 percent of all Wilmington students. By county, the number of English Learner students who met or exceeded state standards is within +/- two percentage points of the state average of English Learners.

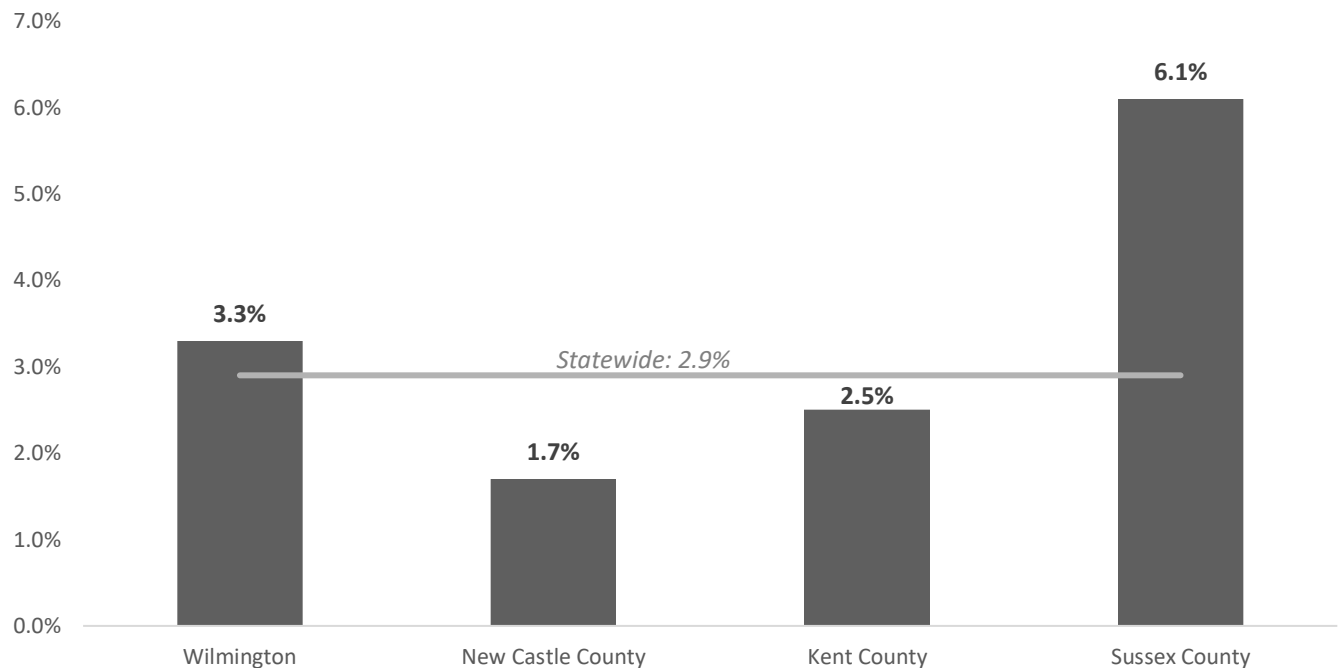
Section III: Dropout Data

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.⁵

In the following section, Figures 31 through 33, examine dropout rates of Wilmington students compared to state, county, and non-Wilmington students, and those of students from low-income families.

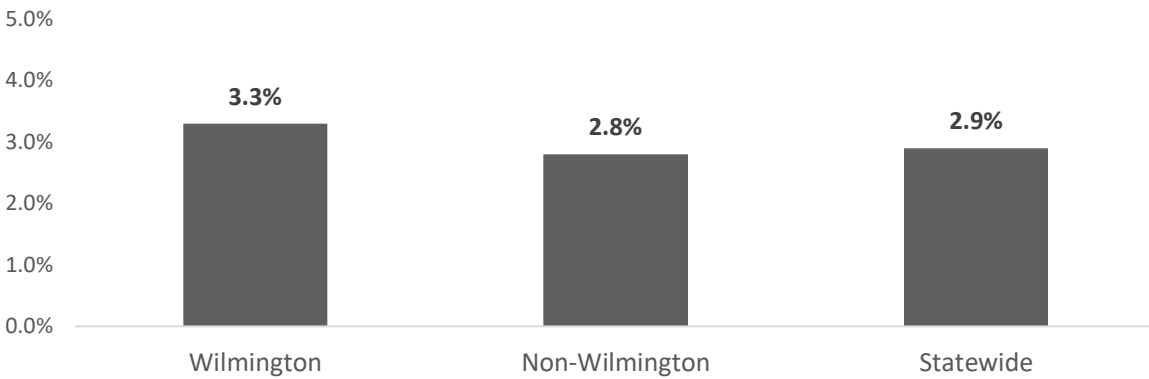
Figure 31. High School Dropout Rates, All Students Statewide and by County, 2022–23 School Year



Source: Delaware Department of Education, 2023.

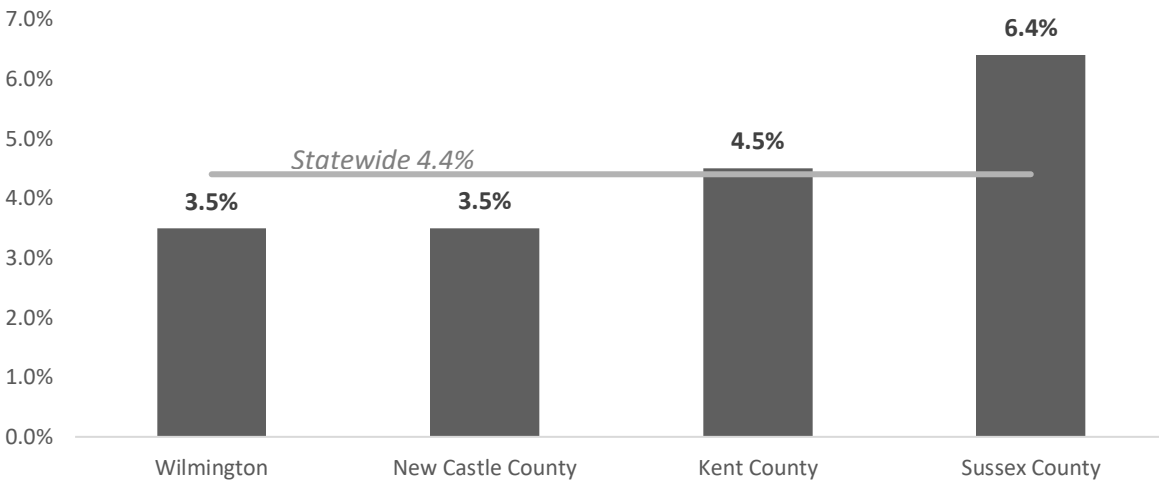
⁵ https://education.delaware.gov/wp-content/uploads/2024/08/2023dropoutreport_finalb.pdf

Figure 32. High School Dropout Rates, Wilmington and Non-Wilmington Students, 2022–23 School Year



Source: Delaware Department of Education, 2023.

Figure 33. High School Dropout Rates, Low-Income Students Statewide and by County, 2022–23 School Year



Source: Delaware Department of Education, 2023.

Summary of High School Dropout Data

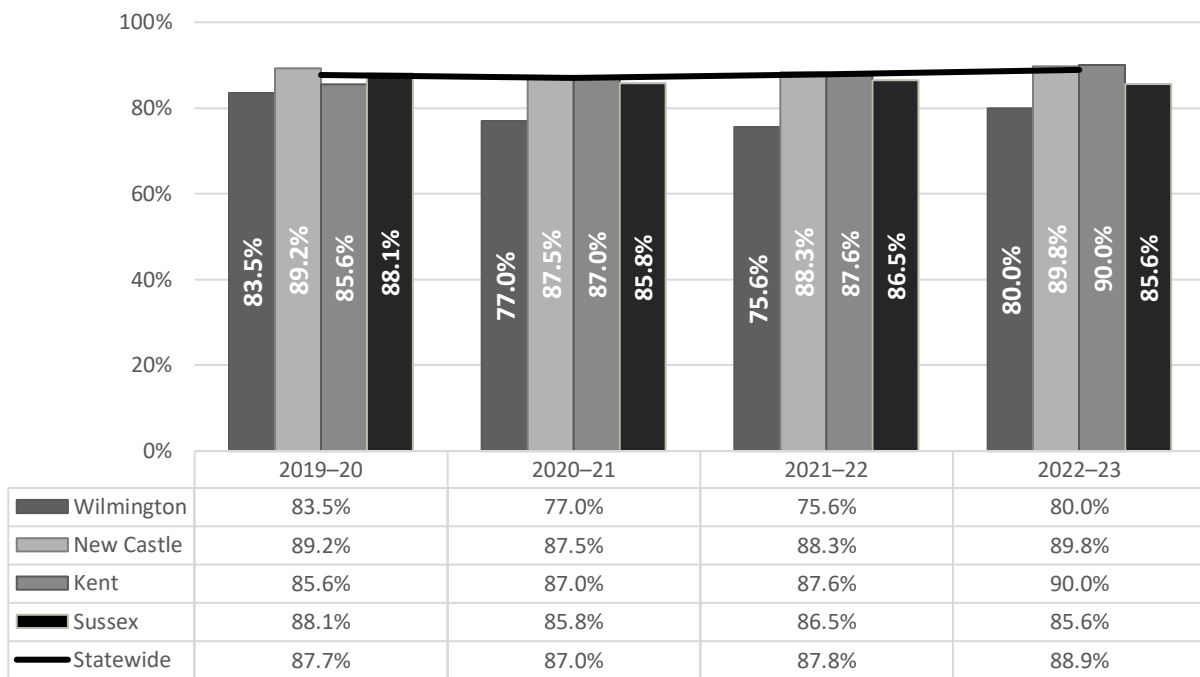
- In 2023, the statewide dropout rate increased to 2.9 percent compared to 2.5 percent in 2022, 1.4 percent in 2021, and 1.3 percent in 2020.
- For Wilmington students, the dropout rates decreased to 3.5 percent in 2023.
- In 2023, low-income and socioeconomically disadvantaged students statewide had a dropout rate of 4.4 percent compared to 4.3 percent in 2022.

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 this report’s purposes, 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 2023”). Graduation data are adjusted to include students who transferred and moved into a cohort and to exclude students that leave a cohort.

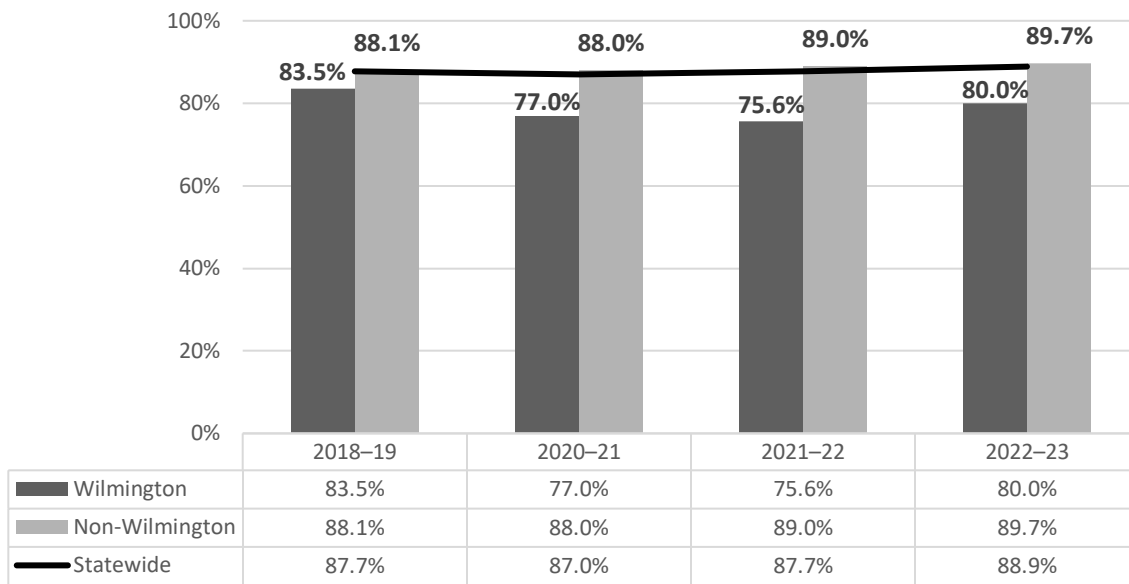
In this section, Figures 34 through 36 examine the graduation rates for Wilmington students, non-Wilmington students, and students from low-income families statewide.

Figure 34. High-School Graduation Rates, All Students Statewide and by County, 2019–2023 School Years



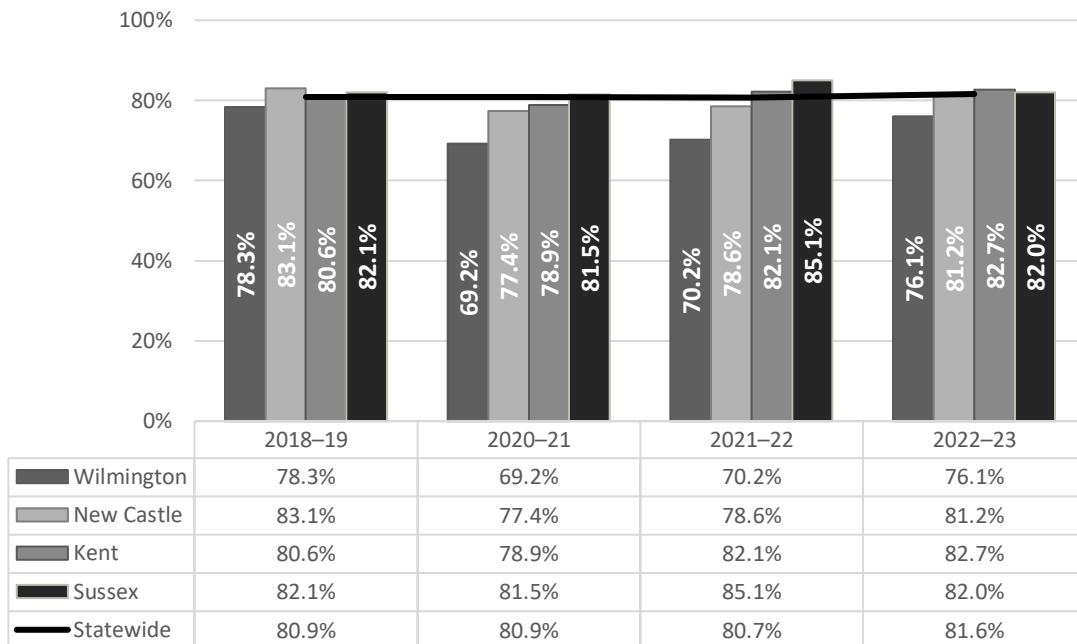
Source: Delaware Department of Education, 2023

Figure 35. High-School Graduation Rates, Wilmington and Non-Wilmington Students, 2019–2023 School Years



Source: Delaware Department of Education, 2023

Figure 36. High-School Graduation Rates, Low-Income Students Statewide and by County, 2018–2023 School Years



Source: Delaware Department of Education, 2023

Summary of High School Graduation Data

- For English Learners, the graduation rate increased from 69.33 percent in 2022 to 73.52 percent in 2023.
- For low-income students statewide, the graduation rate is steadily improving. The rate increased from 80.71 percent in 2022 to 81.62 percent in 2023. Graduation rates among students from low-income families are lower than the statewide graduation rate.
- For students with disabilities statewide, the graduation rate increased to 73.32 percent in 2023, compared to 72.06 percent in 2022.
- The overall high school graduation rate for the state in the 2022–23 academic year increased to 88.9 percent. Graduation rates listed by county were 89.8 percent for students in New Castle County, 90.0 percent for students in Kent County, and 85.6 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.

Table 7. Comparisons Between 2023 and 2024 English Language Arts (ELA) Smarter Balanced Assessment Meeting or Exceeding State Standards

School Year	Students Statewide	Wilmington Students	Non-Wilmington Students
2022–23	40%	18%	42%
2023–24	40%	18%	42%

Proficiency rates for the ELA portion of the Smarter Balanced Assessment have remained the same at 40 percent and 42 percent statewide and for non-Wilmington students, respectively. Eighteen percent of Wilmington students met or exceeded state standards on the ELA portion of the Smarter Balanced Assessment from school years 2022–23 and 2023–24.

Table 8. Comparisons Between 2023 and 2024 Math Smarter Balanced Assessment Meeting or Exceeding State Standards

School Year	Students Statewide	Wilmington Students	Non-Wilmington Students
2022–23	32%	11%	39%
2023–24	33%	11%	34%

Proficiency rates for the math portion of the Smarter Balanced Assessment have remained the same at 11 percent for Wilmington students from the 2022–23 school year to 2023–24. One percent more students statewide met or exceeded state standards on the math portion of the Smarter Balanced Assessment from the 2022–23 school year to 2023–24. Five percent less non-Wilmington students met or exceeded state standards from the 2022–23 school year to 2023–24.

Table 9. Comparisons Between 2023 and 2024 Evidence-Based Reading and Writing (ERW) SAT Meeting or Exceeding State Standards

School Year	Students Statewide	Wilmington Students	Non-Wilmington Students
2022–23	44%	27%	45%
2023–24	44%	22%	45%

Proficiency rates for the Evidence-Based Reading and Writing (ERW) portion of the SAT have remained the same at 44 percent and 45 percent statewide and for non-Wilmington students, respectively. Five percent less Wilmington students met or exceeded state standards on the ERW portion of the SAT from the 2022–23 school year to 2023–24.

Table 10. Comparisons Between 2023 and 2024 Math SAT Meeting or Exceeding State Standards

School Year	Students Statewide	Wilmington Students	Non-Wilmington Students
2022–23	23%	11%	23%
2023–24	18%	5%	19%

Proficiency rates for the math portion of the SAT have decreased statewide by five percent from the 2022–23 school year to 2023–24. Wilmington students exceeding or meeting state standards on the math portion of the SAT have decreased by less than six percent. Four percent less non-Wilmington students met or exceeded state standards from the 2022–23 school year to 2023–24.

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.

In all subject areas, Wilmington students from low-income families, English Learners, and with disabilities are generally not meeting state standards and have opportunity gaps; they are underperforming compared to the general Wilmington student population.

The Consortium believes these trends are mostly the result of systemic governance and inequities, 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.



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