



Office of Early Learning

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Early Learner Survey
Key Findings*

Delaware Department of Education

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*This document is an update of the 2016-2017 Hanover Early Learner Survey Key Findings, prepared for the Delaware Department of Education

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Introduction

The Delaware Early Learner Survey (DE-ELS) is a customized tool through which kindergarten teachers observe and record children demonstrating skills that lead to success in school and life. DE-ELS was first implemented statewide in Fall 2015. Children receive the survey within the first 30 days of kindergarten.

DE-ELS is a developmentally appropriate, strengths-based survey administered during typical daily instruction. Kindergarten teachers observe and record information on children's knowledge, skills, and behaviors in six developmental domains: cognitive, language, literacy, mathematics, physical and social-emotional. Children who meet a threshold, or a cut score for widely held expectations of five-year-old children, are considered "accomplished" in the domain indicator. Children who are still developing toward the expectations are considered "emerging" in the domain indicator.

The Delaware Department of Education (DDOE) uses data from DE-ELS to inform ongoing efforts to improve educational quality in classrooms, districts and charters and throughout the state. DE-ELS results help educational leaders:

- learn about the current reality of children's transitions from early learning into kindergarten
- identify resources to support teachers in meeting children's developmental needs

Teachers can use DE-ELS data results to:

- Promote the success of every child by observing and reflecting on students' development and learning over time
- Support, guide and inform planning and instruction
- Assist in recognizing the need for additional resources or services for students
- Communicate with family members and others

This report examines patterns in student DE-ELS outcomes to demonstrate student accomplishments in each domain across different student populations.

Section I: Data Overview

The Data Overview section provides a summary of the data and methodology used by the Delaware Department of Education (DDOE) to analyze student accomplishment at kindergarten entry, as measured by the Delaware Early Learner Survey (DE-ELS).

Data Review

This report includes data results for the 2016-2017, 2017-2018 and 2018-2019 academic years as well as demographic and geographic information on student participants. Student data does not contain identifiers, such as student names. Results for small groups of students (less than 15) have also been suppressed to protect student confidentiality and to avoid data inaccuracies due to small sample sizes.

Survey Variables

Table 1.1 summarizes the survey variables used to analyze the DE-ELS results. Students receive a proficiency level in each of the six domains (cognitive, language, literacy, mathematics, physical, and social-emotional). DDOE has assigned a cut score for each domain to define the point at which a student is identified emerging or accomplished. State cut scores were determined by DDOE based on the widely held expectation (WHE) band for five-year-old students provided by Teaching Strategies, LLC, for each objective. Because DE-ELS is administered at the beginning of kindergarten, students are not expected to meet the WHE at the start of the school year. Therefore, the state cut score thresholds for each objective are generally one level below the start of the WHE band for five-year-old students. Domain-level cut scores are calculated by adding the objective-level state cut scores within each domain.

Table 1.1 shows the cut score used to identify students as accomplished in each domain, along with a summary of the equivalent average numeric level this corresponds to for each individual objective within the domain. For domains where different objectives have different cut scores (resulting in an average level that is not a whole number), the table also summarizes the range of objective-by-objective cut scores within the domain.

Table 1.1 Variable Summary – Survey Variables

Domains	Measurements
Cognitive	Survey Domain Score: numeric scores Cut Score/Proficiency Level: <ul style="list-style-type: none"> • Accomplished: 30 or higher • Equivalent to average rating of Level 5 on each objective • Emerging: lower than 30
Language	Survey Domain Score: numeric scores Cut Score/Proficiency Level: <ul style="list-style-type: none"> • Accomplished: 24 or higher • Equivalent to average rating of Level 6 on each objective • Emerging: lower than 24
Literacy	Survey Domain Score: numeric scores Cut Score/Proficiency Level: <ul style="list-style-type: none"> • Accomplished: 34 or higher • Equivalent to average rating of Level 3.4 on each objective, based on objective-by-objective cut scores set at Levels 2 to 5 for each objective • Emerging: lower than 34

Mathematics	<p>Survey Domain Score: numeric scores</p> <p>Cut Score/Proficiency Level:</p> <ul style="list-style-type: none"> Accomplished: 30 or higher Equivalent to average rating of Level 5 on each objective Emerging: lower than 30
Physical	<p>Survey Domain Score: numeric scores</p> <p>Cut Score/Proficiency Level:</p> <ul style="list-style-type: none"> Accomplished: 18 or higher Equivalent to average rating of Level 6 on each objective Emerging: lower than 18
Social-Emotional	<p>Survey Domain Score: numeric scores</p> <p>Cut Score/Proficiency Level:</p> <ul style="list-style-type: none"> Accomplished: 26 or higher Equivalent to average rating of Level 5.2 on each objective, based on objective-by-objective cut scores of Level 5 on four objectives and Level 6 on one objective Emerging: lower than 26

Student Demographic and Geographic Information

Tables 1.2, 1.3, and 1.4 present the demographic and geographic segmentations used for the DE-ELS results. Demographic characteristics include data on student race/ethnicity, gender, English proficiency, low-income status, and disability. Note: Two measures of student English proficiency (LEP and ESOL status) have been included because districts and charter schools use both acronyms. Therefore, we have created a single combined English learner indicator that classifies any student who is classified in the data as *either* LEP or ESOL as an English learner. Low-income status is an aggregated measurement of Supplemental Nutrition Assistance Program (SNAP) and/or Temporary Assistance for Needy Families (TANF) status. Students with any of these statuses are classified as low income. Geographic variables include school type – district or charter school – and the county in which each school is located.

Table 1.2 Variable Summary – Student Demographic Variables

Variables	Categories/Notes
Race/Ethnicity	<ul style="list-style-type: none"> Students who are classified as Hispanic/Latino are included in this category regardless of their race classifications. For students who are not Hispanic/Latino, we group them into one of the following race categories: Asian, Black or African American, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native, multiracial (including any non-Hispanic/Latino student indicating more than one race), White
Gender	<ul style="list-style-type: none"> Male and female
English Learner	<ul style="list-style-type: none"> Students who are classified as either needing instruction in English for speakers of other languages (ESOL) or who are classified as having limited English proficiency (LEP)
Low Income	<ul style="list-style-type: none"> Students who are classified as low income if any of the following: (1) Recipient of Supplemental Nutrition Assistance Program (SNAP) and/or (2) Temporary Assistance for Needy Families (TANF)
Disability Category	<ul style="list-style-type: none"> Disability includes all exceptionality codes as shown in Table 1.3 in order to ensure that all student groups reported would not be easily identified.

Table 1.3 Variable Summary –Disability Classification

Disability Category	Disability Type
Physical	Blind
	Hearing Impairment
	Partially Sighted
	Physical Impairment - Orthopedic Impairment
	Physical Impairment - Other Health Impairment
	Preschool Speech Delay (3 And 4 Year Olds Only)
	Speech and/or Language Impairment
Social/Emotional/Intellectual	Autism
	Developmental Delay
	Emotional Disability
	Emotional Disturbance
	Learning Disability
	Mild Intellectual Disability
	Moderate Intellectual Disability
Traumatic Brain Injury	
Not Listed	Not Listed

Table 1.4 Variable Summary – Student Geographic Variables

Variables	Categories/Notes
District	<ul style="list-style-type: none"> • 2018-2019: 28 different districts or charter schools (13 charters, including one without data collected, and 15 public school districts) • 2016-2017 and 2017-2018: 28 different districts or charter schools (13 charters and 15 public school districts)
County	<ul style="list-style-type: none"> • Three counties • Note: districts spanning multiple counties are assigned to a single county in this analysis based on the location of the majority of its elementary schools

Section II: Methodology

The Methodology section outlines how the DE-ELS results account for demographic and geographic differences at the state, county, and district/charter levels.

Demographic Analysis

Demographic analysis is divided into two parts. First, we investigated the demographic distributions of kindergarten students and performed a descriptive analysis of student demographic data. Specifically, for each academic year, we provided the distribution of students by race/ethnicity, gender, English learner status, disability status, and low-income status to provide an overview of the profile of participating students.

Second, we examined student accomplishment in each domain at kindergarten entry across different demographic characteristics. For each academic year, we presented the percentage of students who are accomplished in each domain at kindergarten entry within each demographic group. We presented these

findings at the state, county and district/charter levels. Note that we suppressed accomplishment information for any demographic groups with fewer than 15 observations to protect students' confidentiality and to avoid presenting unreliable data on very small groups.

State, County and District/Charter Analysis

In this analysis, we examined accomplishment in each domain at kindergarten entry at the state, county, and district/charter levels. We compared the percentage of students who meet or exceed the widely held expectation cut scores of accomplished by using the average scores. The analysis is used to compare students' accomplishment in all six domains at kindergarten entry across the state, county, and district/charter level.

Section III: Demographic Analysis

Student Demographics

This subsection shows student demographic distributions in each year. Table 2.1 depicts student demographic information. In the 2018-2019 academic year, 9,837 students participated. This is an increase from the 9,744 who participated in 2017-2018 and the 9,556 students who participated in the 2016-17 academic year. Since some demographic information is unavailable for some students, the number of students included in each demographic analysis varies. The following lists some key trends from this table:

- **Male students slightly outnumber female students.** Across all years, male students comprise of roughly 51% of the population
- **Black, Hispanic/Latino, and White students are the three major race/ethnicity groups.** Across all years, White students are the majority group, making up over 40% of the population. Black students are the largest minority group in the state, representing about 28% of the participating population. The state also has a growing number of Asian and multiracial students. Both groups increased by roughly 1% over the three years.
- **The percentage of students classified as low-income decreases over the years.** In 2016-2017, roughly, 36.57% of students are low income and this percentage drops to 35.35% in 2017-2018 and 32.83% in 2018-2019.
- **The percentage of English Learners drops in the third year.** There were 15.85% English Learners in 2016-2017, 16.17% in 2017-2018 and in 2018-2019 the rate decreases to 14.40%.
- **There is a decline of students with disabilities.** The percentage of students with a disability is 13.09% in 2016-2017 and 11.08% in 2018-2019. Data about disability status was not available for the 2017-2018 academic year.

Table 2.1 Student Demographic Distribution

Category	Sub-Category	2016-2017	2017-2018	2018-2019
		%	%	%
Race/Ethnicity	American Indian	0.28%	0.42%	0.37%
	Asian	4.05%	4.80%	5.15%
	Black	28.00%	27.07%	27.11%
	Hawaiian/ Pacific Islander	0.19%	0.13%	0.16%
	Hispanic/Latino	19.46%	19.69%	17.79%
	Multiracial	5.16%	4.89%	5.45%
	White	42.85%	43.00%	43.97%
Gender	Female	49.22%	48.83%	49.67%
	Male	50.78%	51.17%	50.33%
English Learner	No	84.15%	83.83%	85.59%
	Yes	15.85%	16.17%	14.40%
Low Income	No	63.43%	64.65%	67.17%
	Yes	36.57%	35.35%	32.83%
County	Kent	17.52%	23.49%	24.20%
	New Castle	62.57%	57.63%	56.05%
	Sussex	19.91%	18.88%	19.74%
Disability Category	Without Disability	86.91%	-	88.92%
	With Disability	13.09%	-	11.08%
Sample Size	--	9,556	9,744	9,837

Note: disability data was not available for 2017-2018

Section IV: State Analysis

Skills at Kindergarten Entry by Demographics – State Level

This subsection examines students’ accomplishment in each domain at kindergarten entry in each year by different demographic characteristics. Table 3.1., 3.2, and 3.3 display the proportion of students who are accomplished in each domain in 2016-2017, 2017-2018, and 2018-2019, respectively, across various demographic groups. Some key characteristics are summarized as follows:

- **On average, Asian students have the highest rate of accomplishment at kindergarten entry across most domains, while Hispanic/Latino students have the lowest.** Hispanic/Latino students have lower rates of accomplishment in language and mathematics, while Asian students show the highest percentage of accomplishment in the literacy and physical domains.
- **Female students are more likely to be accomplished in each domain at kindergarten entry than male students.** The gap between male and female students at kindergarten entry is at least 9 percentage points in both years in four of the six domains (cognitive, language, physical and social/emotional). In mathematics, however, the gap is roughly 2% across all years.
- **English learners are less likely than their peers to be accomplished in each domain at kindergarten entry, with the largest gaps in language and literacy.** The gap in accomplishment at kindergarten entry between English learners and their peers is 18 to 28 percentage points in language and literacy. The gap is smaller in other domains, with the narrowest gap of only 3 to 9 percentage points occurring in the physical domain.

- **Students classified as low income are less likely to be accomplished in each domain at kindergarten entry.** The percentage of students who are accomplished is 13 to 21 percentage points lower in most domains, with the smallest gap being the physical domain (8 percentage points difference in 2016 – 2017, 5 percentage points difference in 2017-2018 and 6 percentage points difference in 2018-2019).
- **The percentage of students with a disability that are accomplished at kindergarten entry is lower than students without a disability.** In 2018-2019, the gap between students with a disability and students without a disability appears to widen. In 2016-2017, the difference was roughly 10% and increases to roughly 20% in 2018-2019. One explanation for the increase could be attributed to changes in the classification and or the timing of when students were classified. For more information about these changes, please contact The Delaware Department of Education.

Table 3.1 State Percentage of Accomplishment in Each Domain, by Demographic, 2016-2017

Category		Percent who are Accomplished at Kindergarten Entry					
		Cognitive	Language	Literacy	Mathematics	Physical	Social Emotional
Gender	Female	59.95%	60.17%	68.88%	44.35%	69.71%	67.57%
	Male	50.91%	48.64%	64.85%	42.00%	57.81%	55.69%
Race/Ethnicity	American Indian	66.67%	51.85%	66.67%	40.74%	51.85%	48.15%
	Asian	68.49%	61.40%	80.85%	64.29%	72.28%	68.13%
	Black	49.67%	51.33%	65.62%	39.53%	61.45%	55.89%
	Hawaiian/Pacific Islander	44.44%	50.00%	66.67%	33.33%	55.56%	77.78%
	Hispanic/Latino	46.44%	39.31%	49.44%	28.91%	62.15%	58.07%
	Multiracial	58.76%	57.26%	68.50%	45.51%	65.31%	63.67%
	White	61.36%	61.94%	73.88%	49.51%	64.86%	65.90%
English Learner	No	57.83%	58.76%	71.05%	46.63%	64.24%	63.21%
	Yes	42.31%	30.76%	44.38%	24.44%	60.56%	52.66%
Low Income	No	60.61%	60.02%	72.02%	48.45%	66.40%	65.71%
	Yes	46.23%	44.35%	57.70%	33.79%	58.90%	54.31%
Disability	No	42.26%	42.81%	54.95%	35.42%	53.31%	51.38%
	Yes	39.06%	33.27%	55.86%	28.00%	49.69%	45.91%

Table 3.2 State Percentage of Accomplishment in Each Domain, by Demographic, 2017-2018

Category		Percent who are Accomplished at Kindergarten Entry					
		Cognitive	Language	Literacy	Mathematics	Physical	Social Emotional
Gender	Female	58.46%	59.91%	73.08%	44.31%	69.33%	66.48%
	Male	49.01%	49.00%	67.90%	42.25%	58.32%	53.36%
Race/Ethnicity	American Indian	52.50%	50.00%	55.26%	35.00%	60.00%	57.50%
	Asian	61.80%	57.75%	82.65%	58.31%	74.44%	67.42%
	Black	47.87%	50.20%	67.17%	36.54%	60.69%	53.15%
	Hawaiian/Pacific Islander	58.33%	66.67%	83.33%	41.67%	83.33%	66.67%
	Hispanic/Latino	45.16%	42.90%	56.53%	30.44%	60.03%	56.24%
	Multiracial	54.33%	57.11%	70.29%	43.83%	65.94%	59.91%
	White	60.36%	61.67%	77.61%	51.68%	66.37%	65.26%
English Learner	No	55.74%	57.32%	73.37%	45.76%	64.52%	60.96%
	Yes	40.97%	36.76%	54.40%	29.97%	58.88%	52.41%
Low Income	No	57.47%	57.66%	75.35%	49.21%	65.37%	62.82%
	Yes	45.93%	47.40%	61.22%	32.36%	60.43%	53.71%
Disability	No	-	-	-	-	-	-
	Yes	-	-	-	-	-	-

Table 3.3 State Percentage of Accomplishment in Each Domain, by Demographic - 2018-2019

Category		Percent who are Accomplished at Kindergarten Entry					
		Cognitive	Language	Literacy	Mathematics	Physical	Social Emotional
Gender	Female	59.40%	58.67%	73.03%	46.11%	67.74%	64.61%
	Male	48.95%	48.01%	66.38%	43.39%	55.25%	52.57%
Race/Ethnicity	American Indian	46.88%	46.88%	61.29%	41.94%	62.50%	50.00%
	Asian	64.64%	57.17%	83.61%	59.77%	69.03%	62.05%
	Black	50.60%	51.13%	67.89%	39.95%	60.16%	54.99%
	Hawaiian/Pacific Islander	50.00%	42.86%	76.92%	50.00%	71.43%	50.00%
	Hispanic/Latino	42.93%	38.72%	51.23%	28.66%	56.05%	50.65%
	Multiracial	60.21%	58.17%	72.57%	49.78%	64.84%	61.97%
	White	58.79%	59.39%	76.22%	51.60%	63.05%	63.25%
English Learner	No	56.81%	56.77%	73.58%	48.33%	62.54%	60.57%
	Yes	37.16%	30.83%	46.63%	23.19%	53.49%	45.48%
Low Income	No	58.33%	56.81%	74.92%	50.69%	63.18%	61.82%
	Yes	45.18%	45.40%	59.11%	32.43%	57.29%	51.52%
Disability	No	56.59%	56.52%	71.45%	46.91%	63.23%	61.05%
	Yes	34.45%	27.39%	55.60%	27.43%	47.13%	38.41%

Section V: County, District and Charter Analysis

Table 4.1 Student Distribution by County, District and Charter

County	District Name	2016-17	2017 -2018	2018 -2019
		Percentage	Percentage	Percentage
Kent	Academy of Dover Charter School	1.77%	2.76%	0.98%
	Caesar Rodney School District	26.18%	27.42%	27.45%
	Campus Community Charter School	1.58%	1.84%	1.76%
	Capital School District	20.38%	21.15%	21.18%
	Lake Forest School District	14.50%	12.91%	12.18%
	Milford School District	14.90%	13.50%	14.96%
	Providence Creek Academy Charter School	3.44%	3.38%	3.43%
	Smyrna School District	17.25%	17.04%	18.05%
New Castle	Academia Antonia Alonso Charter School	2.52%	2.05%	1.54%
	Appoquinimink School District	12.17%	13.10%	13.83%
	Brandywine School District	12.68%	13.23%	11.88%
	Christina School District	23.01%	23.29%	22.93%
	Colonial School District	12.65%	12.25%	12.76%
	East Side Charter School	1.14%	0.91%	-
	Edison (Thomas A.) Charter School	1.73%	1.39%	2.01%
	Family Foundations Academy/ Charter School of New Castle	0.90%	1.15%	0.74%
	First State Montessori Academy	1.34%	1.43%	1.40%
	Kuumba Academy Charter School	1.62%	1.59%	1.85%
	Las Americas Aspira Academy	1.75%	1.78%	2.01%
	MOT Charter School	1.34%	1.34%	1.52%
	Newark Charter School	3.35%	3.30%	3.25%
	Odyssey Charter School	2.87%	3.21%	3.70%
	Red Clay Consolidated School District	20.93%	19.98%	20.56%
Sussex	Cape Henlopen School District	40.15%	21.69%	23.59%
	Indian River School District	11.25%	45.92%	47.90%
	Laurel School District	27.76%	8.71%	9.26%
	Seaford School District	5.35%	14.50%	12.43%
	Woodbridge School District	9.46%	9.19%	6.83%

Skills at Kindergarten Entry by Geographic Characteristics

Table 4.2, 4.3 and 4.4 present the percentage of students accomplished in each domain within each district or charter and county. The discussion focuses on the percentage of students who are accomplished in each domain. Key trends in the six domains by geographic characteristics include:

- **On average, in 2016-17, the proportion of students who are accomplished in all domains is higher than 2017-2018, and 2018-2019.** Statewide, the proportion of students accomplished in math increases slightly in 2018-2019 (less than 1%), while the cognitive, language, physical, and social-emotional domains decrease over the years. The literacy domain is consistently the state's highest domain over the years.
- **There is no clear trend in accomplishment at kindergarten entry for charters as compared to public school districts.** Although charter schools on average have higher accomplishment rates in some domains, the variation across individual charter schools is large. While some charters, such as Campus Community Charter School, MOT Charter School and Odyssey Charter School, have some of the highest proportions of students who are accomplished at kindergarten entry across multiple domains, other charters, such as Academy of Dover Charter School (in 2016-2017) and Las Americas Aspira Academy, have some of the lowest proportions.
- **Consistent levels of accomplishment across counties.** Across all three years, Sussex County has the lowest percentage of students who are accomplished in each domain at kindergarten entry, while New Castle and Kent County have similar percentages of accomplished students.
- **The percentage of accomplished students varies greatly within each county.** In 2016-2017, the proportion of students who are accomplished (on every domain at kindergarten entry) in the highest performing district/charter compared to the proportion of students who are accomplished in the lowest performing district/charter, resulted in a difference of 21% in Sussex County, 87% in Kent County, and 57% in New Castle. In 2017-2018, the gaps decrease to 18% in Sussex County, 58% in Kent County, and 42% in New Castle County. In 2018-2019, the gap slightly increases for Sussex (22%) and New Castle (48%), but continues to decrease for Kent County (48%).

Table 4.2 Percentage of Students Who are Accomplished at Kindergarten Entry, 2016-2017

County	District	Percent who are Accomplished at Kindergarten Entry					
		Cognitive	Language	Literacy	Mathematics	Physical	Social Emotional
State	-	55.36%	54.31%	66.83%	43.15%	63.66%	61.53%
Kent	Academy of Dover Charter School	25.64%	28.21%	53.85%	30.77%	41.03%	43.59%
	Caesar Rodney School District	80.56%	80.07%	86.28%	53.74%	89.43%	78.86%
	Campus Community Charter School	100.00%	100.00%	100.00%	97.14%	97.14%	100.00%
	Capital School District	37.84%	45.50%	42.28%	28.48%	61.21%	48.21%
	Lake Forest School District	27.00%	28.44%	35.00%	32.92%	48.13%	32.81%
	Milford School District	66.67%	59.70%	79.30%	39.23%	80.91%	67.17%
	Providence Creek Academy Charter School	92.11%	88.16%	67.11%	57.89%	89.47%	82.89%
	Smyrna School District	54.35%	57.78%	85.22%	60.32%	68.25%	65.87%
	Kent County	57.25%	58.34%	67.66%	44.96%	72.05%	61.82%
New Castle	Academia Antonia Alonso Charter School	86.52%	45.39%	46.81%	42.55%	91.49%	90.78%
	Appoquinimink School District	60.09%	57.88%	83.36%	52.44%	56.27%	63.21%
	Brandywine School District	50.51%	57.80%	57.75%	36.56%	59.97%	65.08%
	Christina School District	57.93%	52.15%	63.67%	41.37%	60.28%	60.89%
	Colonial School District	57.65%	54.39%	72.79%	44.67%	62.09%	58.90%
	East Side Charter School	59.38%	71.43%	76.56%	65.08%	98.44%	59.38%
	Edison (Thomas A.) Charter School	16.49%	38.14%	71.23%	5.15%	50.52%	54.64%
	First State Montessori Academy	74.67%	68.00%	85.33%	64.00%	84.00%	72.00%
	Kuumba Academy Charter School	90.16%	39.13%	98.36%	85.25%	68.67%	61.54%
	Las Americas Aspira Academy	37.76%	44.90%	57.14%	52.04%	67.35%	48.98%
	MOT Charter School	81.33%	89.33%	92.00%	92.00%	78.67%	84.00%
	Newark Charter School	43.62%	51.60%	74.39%	32.32%	45.74%	49.47%
	Odyssey Charter School	80.12%	76.40%	94.41%	77.64%	76.40%	77.64%
Red Clay Consolidated School District	61.23%	57.49%	68.80%	48.40%	67.67%	65.73%	
	New Castle County	58.02%	55.73%	70.70%	47.11%	63.36%	63.34%
Sussex	Cape Henlopen School District	48.52%	44.26%	61.18%	35.97%	46.60%	50.46%
	Indian River School District	47.84%	44.84%	63.04%	36.45%	57.16%	59.14%
	Laurel School District	34.84%	63.23%	49.68%	21.58%	69.23%	59.35%
	Seaford School District	30.23%	37.84%	32.67%	14.74%	50.38%	45.65%
	Woodbridge School District	38.29%	40.00%	54.90%	22.22%	54.29%	64.20%
		Sussex County	42.65%	44.56%	55.14%	29.68%	54.75%

Table 4.3 Percentage of Students Who are Accomplished at Kindergarten Entry, 2017-2018

County	District	Percent who are Accomplished at Kindergarten Entry					
		Cognitive	Language	Literacy	Mathematics	Physical	Social Emotional
State	-	53.39%	53.97%	70.30%	43.21%	63.62%	59.54%
Kent	Academy of Dover Charter School	88.89%	95.24%	98.41%	88.89%	100.00%	100.00%
	Caesar Rodney School District	81.95%	78.79%	92.48%	53.19%	88.34%	78.59%
	Campus Community Charter School	100.00%	100.00%	100.00%	100.00%	97.62%	100.00%
	Capital School District	44.42%	51.35%	58.13%	32.36%	62.11%	53.96%
	Lake Forest School District	30.20%	37.92%	45.52%	31.21%	61.07%	39.60%
	Milford School District	54.72%	52.12%	72.96%	49.84%	76.70%	63.31%
	Providence Creek Academy Charter School	70.13%	61.04%	89.61%	57.69%	88.31%	81.82%
	Smyrna School District	51.28%	50.13%	75.06%	56.96%	55.13%	64.27%
	Kent County	58.50%	59.45%	73.96%	48.14%	72.51%	64.91%
New Castle	Academia Antonia Alonso Charter School	83.48%	80.87%	77.39%	56.52%	80.87%	92.17%
	Appoquinimink School District	63.35%	60.46%	79.84%	51.84%	67.95%	64.90%
	Brandywine School District	62.14%	59.69%	70.98%	48.23%	63.71%	65.36%
	Charter School of New Castle	44.29%	52.86%	72.86%	27.14%	78.57%	51.43%
	Christina School District	53.44%	55.27%	71.78%	42.02%	64.63%	61.70%
	Colonial School District	45.88%	44.49%	70.36%	33.43%	61.21%	51.15%
	East Side Charter School	30.65%	31.15%	78.33%	17.46%	59.68%	42.62%
	Edison (Thomas A.) Charter School	47.95%	42.47%	66.67%	31.51%	68.00%	33.67%
	First State Montessori Academy	88.75%	78.75%	98.75%	93.75%	92.50%	92.50%
	Kuumba Academy Charter School	54.84%	39.78%	82.86%	51.61%	37.63%	43.01%
	Las Americas Aspira Academy	33.33%	43.43%	49.49%	18.18%	60.61%	50.51%
	MOT Charter School	89.33%	80.00%	90.67%	76.00%	90.67%	88.00%
	Newark Charter School	47.89%	52.11%	92.17%	49.40%	63.68%	54.74%
	Odyssey Charter School	77.30%	70.97%	87.57%	66.30%	75.81%	71.51%
	Red Clay Consolidated School District	52.79%	58.06%	67.98%	43.72%	60.98%	59.38%
New Castle County	56.57%	56.71%	73.41%	45.45%	64.88%	61.22%	
Sussex County	Cape Henlopen School District	37.44%	47.12%	63.07%	35.35%	48.37%	44.86%
	Indian River School District	45.65%	38.71%	61.87%	36.84%	52.27%	48.64%
	Laurel School District	31.87%	49.69%	56.88%	23.90%	47.80%	45.96%
	Seaford School District	24.09%	25.82%	25.30%	10.20%	38.69%	47.64%
	Woodbridge School District	31.36%	38.69%	55.03%	29.76%	50.30%	58.58%
	Sussex County	38.15%	39.57%	56.02%	31.13%	48.83%	48.35%

Table 4.4 Percentage of Students Who are Accomplished at Kindergarten Entry, 2018-2019

County	District	Percent who are Accomplished at Kindergarten Entry					
		Cognitive	Language	Literacy	Mathematics	Physical	Social Emotional
State	-	53.93%	53.03%	69.64%	44.66%	61.24%	58.39%
Kent	Academy of Dover Charter School	93.55%	96.77%	-	-	96.77%	93.55%
	Caesar Rodney School District	76.26%	73.31%	88.21%	57.81%	88.21%	73.31%
	Campus Community Charter School	94.59%	43.24%	97.30%	97.30%	64.86%	59.46%
	Capital School District	41.28%	47.79%	50.69%	34.98%	64.24%	54.53%
	Lake Forest School District	39.30%	38.40%	64.58%	46.03%	53.41%	41.67%
	Milford School District	43.95%	43.81%	66.67%	45.85%	51.11%	43.49%
	Providence Creek Academy Charter School	86.11%	61.11%	89.04%	73.61%	75.00%	66.20%
	Smyrna School District	51.45%	58.31%	82.11%	64.38%	68.87%	70.71%
	Kent County	55.94%	55.93%	73.37%	52.36%	69.13%	60.32%
New Castle	Academia Antonia Alonso Charter School	78.67%	78.67%	93.33%	25.33%	64.00%	76.00%
	Appoquinimink School District	65.08%	54.33%	80.33%	60.03%	58.72%	64.12%
	Brandywine School District	61.09%	59.04%	77.13%	48.36%	66.04%	60.10%
	Charter School of New Castle	83.33%	63.89%	100.00%	72.22%	88.89%	86.11%
	Christina School District	56.12%	52.15%	70.13%	42.83%	60.07%	56.67%
	Colonial School District	55.14%	49.68%	65.01%	41.23%	60.93%	61.58%
	Edison (Thomas A.) Charter School	48.98%	60.20%	70.41%	36.73%	55.10%	57.14%
	First State Montessori Academy	75.00%	64.71%	97.06%	76.47%	70.59%	66.18%
	Kuumba Academy Charter School	56.67%	45.56%	85.56%	45.56%	68.89%	62.22%
	Las Americas Aspira Academy	50.00%	55.10%	5.10%	30.61%	71.43%	5.10%
	MOT Charter School	95.95%	89.19%	94.59%	93.24%	94.59%	93.24%
	Newark Charter School	41.21%	35.76%	90.78%	38.30%	37.58%	31.10%
	Odyssey Charter School	72.53%	69.95%	82.86%	63.43%	68.85%	70.33%
	Red Clay Consolidated School District	48.99%	49.70%	62.27%	38.37%	56.96%	55.13%
	New Castle County	57.61%	53.91%	72.45%	46.23%	60.87%	59.33%
Sussex County	Cape Henlopen School District	32.85%	47.36%	62.05%	23.10%	53.96%	50.48%
	Indian River School District	52.25%	48.23%	63.78%	40.27%	56.20%	56.03%
	Laurel School District	37.50%	56.88%	47.13%	29.45%	51.55%	53.99%
	Seaford School District	12.80%	38.39%	32.06%	4.89%	35.93%	51.29%
	Woodbridge School District	47.86%	38.46%	52.99%	27.35%	58.12%	48.72%
	Sussex County	41.07%	46.96%	57.18%	30.51%	52.69%	53.4%