

Appendix I. Student Growth Measures and Proficiency Rates

Student Growth Measures

- In 2013-14 sixty three (63%) of CCS students met their fall to spring Math instructional growth target as compared to 40% the previous year and in ELA 56% met their instructional growth target compared to 41% in the previous year.
- In 2013-14 eighty one percent (81%) of CCS students in the lowest quartile exceeded their fall to spring Math instructional growth target as compared to 47% the previous year and in ELA 66% met their instructional growth target compared to 23% in the previous year.
- In 2013-14 eighty two percent (82%) of CCS students were on track to achieve proficiency in Math within 3 years as compared to 63% the previous year and in ELA 78% were on track to achieve proficiency within three years as compared to 63 % in the previous year.

Student Proficiency Measures

- In 2013-14 sixty seven percent (67%) of CCS students scored proficient in Math compared to the state score of 66% and the Capital District score of 64%. CCS students scored 51% proficient in the previous year.
- In 2013-14 sixty eight percent (68%) of CCS students scored proficient in ELA compared to the state score of 70% and the Capital District score of 68%. CCS students scored 62% proficient in the previous year.

Student Sub-group Proficiency Measures

- In 2013-14 fifty three percent (53%) of CCS students with Low Socio-Economic Status (SES) were proficient in Math compared to the state average of 58% and CCS students with Low SES scored 52% proficient in ELA compared to a state average of 62%.
- In 2013-14 thirty one percent (31%) of CCS students with disabilities were proficient in Math compared to the state average of 28% and CCS students with disabilities scored 40% proficient in ELA compared to a state average of 30%.
- In 2013-14 fifty two percent (52%) of CCS students who are African American were proficient in Math compared to the state average of 56% and CCS African American students scored 53% proficient in ELA compared to a state average of 62%.
- In 2013-14 sixty nine percent (69%) of CCS students who are Hispanic were proficient in Math compared to the state average of 65% and CCS Hispanic students scored 72% proficient in ELA compared to a state average of 66%.

Adequate Yearly Progress (AYP)

CCS has failed to make AYP for four straight years. In the 2013-14 school year CCS missed only one indicator to making AYP, that being high school graduation rate. CCS did not have a high school population in the 2013-14 school year. The final class of seniors graduated in the spring of 2013. Further, according to the Department of Education, in the 2014-15 school year all schools will maintain the same AYP status as 2014 because of the Delaware System of Student Assessment's (DESSA) transition from the Delaware Comprehensive Assessment System (DCAS) for ELA and Math to the Smarter ELA/Literacy and Smarter Mathematics tests. We believe this

measure of our academic progress in 2013-14 and 2014-15 school year should be considered within the context of being held accountable for academic achievement scores for students that have not attended CCS since the spring of 2013.

Comparison to Similar School Proficiency

- In 2013-14 sixty seven percent (67%) of CCS students scored proficient in Math compared to a 69% similar schools proficiency rate. CCS scored 51% proficient in the previous year compared to 70% in similar schools.
- In 2013-14 sixty eight percent (68%) of CCS students scored proficient in ELA compared to a 73% similar schools proficiency rate, CCS students scored 62% proficient in the previous year compared to 74% in similar schools.

Smarter ELA/Literacy and Smarter Mathematics tests (draft results)

As of 2014-2015 the Delaware System of Student Assessment's (DESSA) transitioned from the Delaware Comprehensive Assessment System (DCAS) for ELA and Math to the Smarter ELA/Literacy and Smarter Mathematics tests. The first Smarter ELA/Literacy and Smarter Mathematics tests were administered in the Spring 2015 in grades 3-8 and will be used as baseline data for future performance comparisons. Draft school and individual family results of this administration were published and distributed in the fall 2015.

- In 2014-2015 thirty seven percent (37%) of CCS students scored proficient in Math compared to the state average of 39% and the Capital School District score of 39%.
- In 2014-2015 sixty two percent (62%) of CCS students scored proficient in ELA/Literacy compared to the state average of 52% and the Capital School District score of 47 %.
- An initial review of CCS data trends by grade level appear to suggest that as students pass on to middle grades their academic performance increases as well. State grade level mathematics scores and the Capital School District ELA/Literacy scores appear to trend in reverse (proficiency scores decrease as students move from lower to upper grade levels).