DAI FINAL ANALYSIS

Prepared for Indian River School District

January 2016

In the following report, Hanover Research presents final analysis in support Indian River School District's Assessment Inventory Project. The report draws from findings from a series of related research projects, including an inventory of school- and district-mandated assessments as well as student, teacher, and parent feedback on the existing assessment system.

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INTRODUCTION

In this report, Hanover Research (Hanover) presents its recommendations in support of Indian River School District's (Indian River) Assessment Inventory Project. The recommendations draw from findings from a series of related research projects, including an inventory of school- and district-mandated assessments as well as student, teacher, and parent feedback on the existing assessment system within the District. Led by the Delaware Department of Education (DDOE) and sponsored by Governor Jack Markell, the project is intended to identify and review all state, district, and school assessments administered to students, and determine steps to streamline the assessment system as appropriate. As described in the grant application for funds associated with the inventory development process, "the overall goal of this project is to provide a balanced system of assessment incorporating a minimum amount of high quality testing, while meeting accountability needs and the needs of the educators supporting student growth and maximizing time for instruction."[1]

This summary report comprises three sections:

- **Section I: Conducting the Inventory** describes the projects completed in support of this research initiative, which include an assessment inventory analysis and an analysis of stakeholder feedback on the current assessment system.
- **Section II: Analyzing the Inventory** presents a student-level and assessment-level analysis of the data collected through the assessment inventory and stakeholder surveys.
- **Section III: Making Recommendations** offers guidance for using the results of this study to make final recommendations to the Delaware Department of Education.

KEY FINDINGS

- **Teachers report the highest overall satisfaction with STAR Math and Reading Universal Screener assessments.** Stakeholder surveys distributed to teachers suggest that STAR is perceived as one of the most useful and most recommended assessment given to students in the District. Indian River teachers feel that STAR is useful across a wide number of areas, especially diagnostic and instructional purposes, and just over 60 percent recommend that the District continue its use without reservation, more than any other assessment.

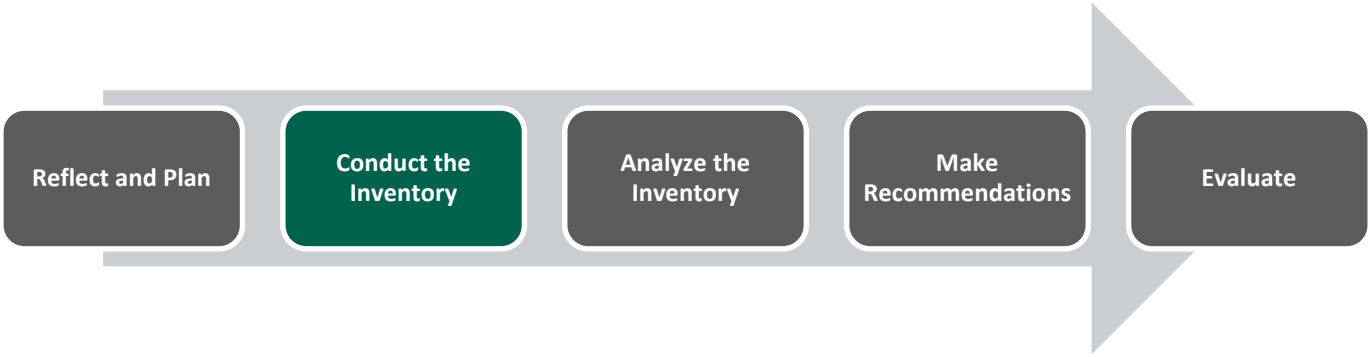
[1] "Delaware Assessment Inventory Project – Grant Application Packet." Delaware Department of Education. 2015, p. 1. http://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=4408&dataid=13309&FileName=Assess_Inventory_Project_Grant_4-15.docx

- **Only 39 percent of teachers recommend that the District continue using the STAR Early Literacy assessment without reservations.** No other assessment saw fewer than 40 percent of teachers recommend it without reservations. Furthermore, compared to other assessments, fewer teachers rate the information they receive from STAR Early Literacy as helpful (72 percent).
- **Teachers generally do not feel that District assessments are aligned with Common Core State Standards**. At the elementary level, fewer than 40 percent of teachers indicate that the STAR Reading and STAR Math assessments (both benchmarks and screeners) are aligned with the Common Core State Standards (CCSS). Less than one-third of middle school teachers agree that the Scholastic Reading Inventory (SRI) and the Scholastic Mathematics Inventory (SMI) are very strongly or strongly aligned with the CCSS.
- **Teachers feel that assessments in general are more useful for diagnostic and instructional purposes than for evaluative ones.** Across all assessments, teachers are more likely to report that assessments are more useful for diagnosing individual students' strengths and needs and informing and improving instructional practices than they are for making evaluative decisions such demonstrating teacher effectiveness, deciding whether to promote or retain a student, or factoring into course grades.
- **The table below summarizes teacher respondents' perceptions of each District assessment**, including percentages that recommend each assessment without reservation, whether each assessment is aligned with Common Core State Standards, and whether the information received from each assessment is helpful.

Overview of Teacher Responses by Assessment

Assessment	Recommend	Aligned	Helpfulness	Most Useful For…
STAR Math – Universal Screener	63%	23%	82%	Instructional uses
STAR Reading – Universal Screener	62%	21%	74%	Instructional uses
STAR Reading – Benchmark	58%	31%	83%	Diagnosing individual student strengths and needs
STAR Math – Benchmark	58%	29%	83%	Diagnosing individual student strengths and needs
Scholastic Mathematics Inventory (SMI)	52%	31%	85%	Diagnosing individual student strengths and needs
Scholastic Reading Inventory (SRI)	40%	17%	85%	Diagnosing individual student strengths and needs
STAR Early Literacy	39%	40%	72%	Diagnosing individual student strengths and needs
Social Studies Summatives	38%	17%	100%	Instructional uses
Science Summatives	35%	41%	79%	Instructional uses

SECTION I: CONDUCTING THE INVENTORY



This section describes the methodology used by Hanover Research and Indian River School District to assess the usefulness and impact of common assessments used within the District. The sequence of research projects undertaken by Hanover Research and Indian River adheres to the recommendations of the Delaware Department of Education (DDOE) and Achieve, as outlined in the document "Delaware Assessment Inventory Project Supplementary Guidelines," which details a multi-stage process for evaluating school- and district-wide assessment use.[2] These projects, described in greater detail below, include an initial assessment inventory study, multiple teacher surveys, and a student and parent survey. This summary report is the culmination of this research.

ASSESSMENT INVENTORY STUDY

Achieve and DDOE's guidelines specify that the inventory project begin with an "assessment inventory" that captures the full range of assessments being used throughout the district. The purpose of this assessment inventory project is to systematically identify which assessments are being used within the district and inform the design of evaluative stakeholder surveys. Achieve explains:

> The tool supports a process by which districts evaluate the assessments students are taking, determine the minimum testing necessary to serve essential diagnostic, instructional and accountability purposes, and work to ensure that every district-mandated test is of high quality, is providing the information needed for specific school and district purposes, and is supported by structures and routines so that assessment results are actually used and action steps taken that will help students.[3]

To begin the process, in May 2015 Hanover Research distributed a spreadsheet-based data collection tool to school- and District-level administrators who provided information about the various assessments taken by students within the District.

[2] "Delaware Assessment Inventory Project Supplementary Guidelines." Delaware Department of Education, April 2015. http://www.doe.k12.de.us/Page/2597

[3] "Student Assessment Inventory for School Districts." Achieve, 2014, p. 1. http://www.achieve.org/files/AchieveStudentAssessmentInventory.pdf

Hanover designed the data collection tool based on Achieve's "Student Assessment Inventory for School Districts" which includes an "Inventory Table" that serves as a template for gathering and recording information regarding a district's or school's various assessments.[4] The data collection tool was used to gather information on a wide range of factors for each assessment, such as basic descriptive information (e.g., assessment name, grades/subjects tested, and assessment type), the intended purpose and actual use of the assessment, and operational details (e.g., frequency and duration). Subsequently, Hanover completed an analysis of the data in July 2015.

On the following page, Figure 1.1 highlights the school- and District-mandated assessments identified through the administration of this assessment inventory. Additionally, the Appendix to this report includes a summary of state- and national-mandated assessments for reference.

[4] "Student Assessment Inventory for School Districts." Achieve, 2014. http://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=4408&dataid=13311&FileName=AchieveStudentAssessmentInventory.pdf

Figure 1.1: Required School and District Assessments by Grade Level

Assessment	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA													
Module Common Assessments/ Unit Post-Assessments*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DIBELS	✓	✓	✓	✓									
DIBELS ORF	✓	✓	✓	✓	✓	✓							
STAR Early Literacy	✓	✓											
STAR Reading – Screener			✓	✓	✓	✓							
Scholastic Reading Inventory (SRI)							✓	✓	✓				
Math													
Module Common Assessments/ Unit Post-Assessments	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STAR Math – Universal Screener			✓	✓	✓	✓							
Scholastic Mathematics Inventory (SMI)							✓	✓	✓				
Other													
Science Summatives										✓	✓	✓	✓
Social Studies Summatives										✓	✓	✓	✓
Tier 2and Tier 3 RTI													
STAR Reading – Benchmark			✓	✓	✓	✓							
STAR Math – Benchmark			✓	✓	✓	✓							
Total[5]	6	7	6	6	5	5	4	4	4	4	4	4	3

*Modified version for ELL students available in grades 6-11

[5] Totals exclude RTI since these assessments are not administered to all students.

STAKEHOLDER SURVEY DESIGN, ADMINISTRATION, AND ANALYSIS

Following the assessment inventory, the DDOE and Achieve recommend two surveys or focus groups, one focused on "taking the temperature" on assessments in the district (for teachers only) and another on "understanding assessment use" (for teachers, parents, and students).[6] To this end, Hanover Research worked with Indian River to design, administer, and analyze these surveys.

TAKING THE TEMPERATURE

The initial survey, designed in accordance with DDOE and Achieve specifications to "illuminate teacher perspectives on the District's assessment program as a *whole* to build a greater understanding of the testing environment and help build a case for action," was administered during the end of September 2015.[7] It aimed to determine teachers' level of familiarity with District assessments and to gauge their initial opinions about the assessments' usefulness. The survey received 300 complete and 30 partial responses from Indian River teachers, who were queried regarding their familiarity with the 16 assessments identified in the assessment inventory study and highlighted in Figure 1.2 below.

Figure 1.2: Assessments in the "Taking the Temperature" Teacher Survey

ENGLISH LANGUAGE ARTS (ELA)	
▪ ELA Common Module Assessments	▪ STAR – Early Literacy
▪ DIBELS	▪ STAR – Reading (Screener)
▪ DIBELS – Oral Reading Fluency (ORF)	▪ STAR - Reading (Benchmark)
▪ Scholastic Reading Inventory (SRI)	▪ Diagnostic Assessment of Reading
MATHEMATICS	
▪ Math Common Module Assessments	▪ STAR Math (Universal Screener)
▪ Scholastic Mathematics Inventory (SMI)	▪ STAR Math (Benchmark)
ENGLISH LANGUAGE LEARNER	
▪ IRSD CCSS ELA Unit Assessments – Modified for ELL 1.0-2.8	▪ IRSD ELA College Prep/Tech Unit Assessments – Modified for ELL 1.0-2.8
ADDITIONAL ASSESSMENTS	
▪ Advanced Placement (AP) Exams	▪ Science Summatives
▪ International Baccalaureate (IB) Exams	▪ Social Studies Summatives

The survey also included open-ended questions which asked teachers to help identify any gaps in the assessment systems and to offer any suggestions for improving the assessments system.

[6] "Listening to Teachers: Sample Focus Group and Survey Materials." Achieve, 2015, p. 2. http://www.achieve.org/files/AchieveStudentAssessmentInventory_ListeningtoTeachers.pdf
[7] Ibid.

UNDERSTANDING ASSESSMENT USE

In addition to providing a high-level overview of assessment practices in the District, the "taking the temperature" survey served to inform the design of the second teacher survey as well as the parent and student surveys. This "understanding assessment use" survey covered fewer assessments than then the "taking the temperature" survey but examined each assessment in greater detail. Indian River School District and Hanover Research collaborated to choose only the most relevant assessments on which to gather detailed feedback. Two criteria generally informed the decision to include or exclude an assessment:

- **Teacher familiarity** – The initial assessment inventory and first teacher survey included a wide variety of assessments, many of which are used by only a small number of teachers and taken by just a small subset of students. Given sample size considerations, Hanover Research and Indian River School District elected not to include in the second survey assessments with which the large majority of teachers were not familiar.
- **Decision-making ability –** Some tests are mandated by the state or required in order to fulfill Component V evaluation criteria. Others, such as AP exams, are not likely to be changed by the District and were excluded for that reason. Hanover Research made an effort to include just those assessments over which the District has control and are known to teachers.

Ultimately, Hanover Research and Indian River elected to include the following assessments on the "understanding assessment use" survey:

Figure 1.3: Assessments in the "Understand Assessment Use" Stakeholder Survey

ENGLISH LANGUAGE ARTS (ELA)	
▪ Scholastic Reading Inventory (SRI) ▪ STAR – Early Literacy ▪ ELA Common Module Assessments*	▪ STAR – Reading (Screener) ▪ STAR - Reading (Benchmark)
MATHEMATICS	
▪ STAR Math (Universal Screener) ▪ STAR Math (Benchmark)	▪ Scholastic Mathematics Inventory (SMI) ▪ Math Common Module Assessments*
ADDITIONAL ASSESSMENTS	
▪ Science Summatives ▪ Social Studies Summatives	▪ International Baccalaureate (IB) Exams ▪ AP exams*

*Included in the parent and student surveys only.

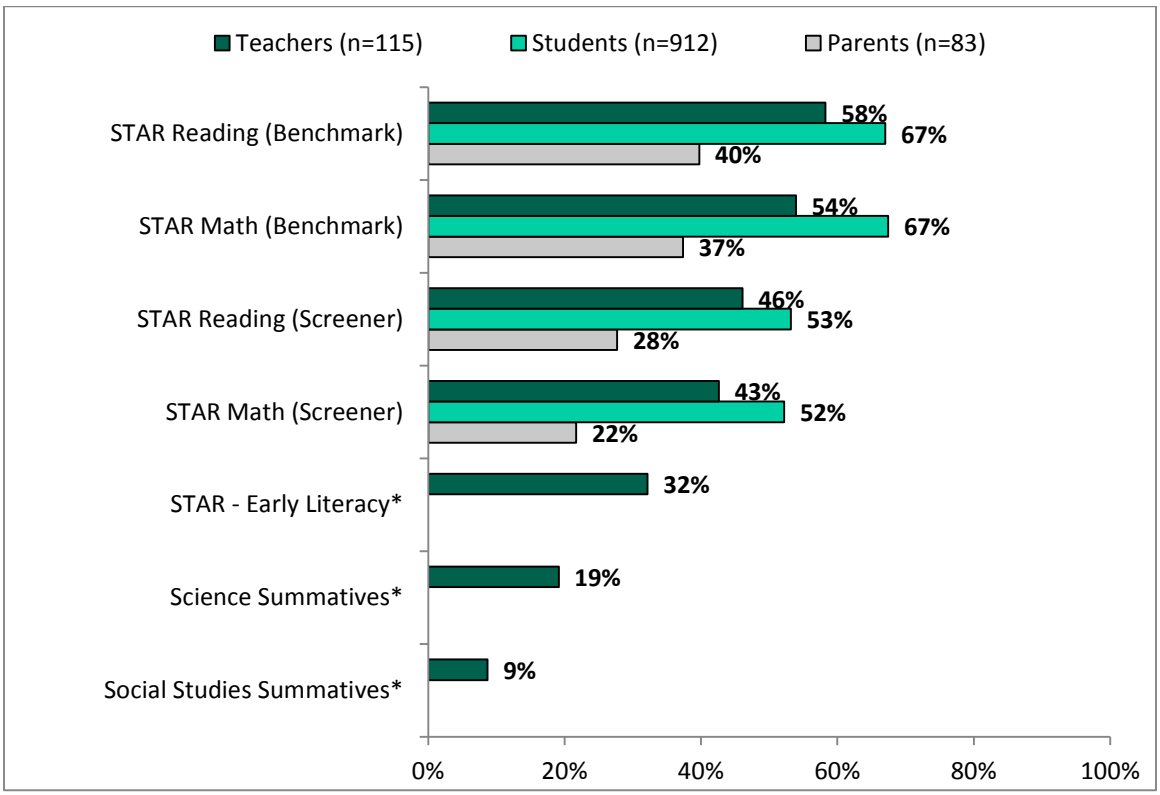
The survey instruments were developed in accordance with DDOE and Achieve guidelines and consisted primarily of multiple-choice and ranking-scale questions. The teacher version of the survey also included a small number of open-ended questions to provide respondents with an opportunity to offer constructive qualitative feedback. Across stakeholder groups, the survey was designed to gauge respondents' familiarity with each assessment, the

perceived usefulness of each assessment, and each assessment's degree of alignment with Common Core State Standards. Respondents were shown the same set of questions for each assessment. The results from these surveys provide insight into which assessments the District should continue to administer, consider modifying, or explore eliminating.

The survey was administered in October 2015 and received 238 (of about 700) teacher responses, 182 parent responses, and 1,788 student responses. The results presented in these sections are based on the associated grade level of the respondents – the grade(s) that teacher respondents currently teach, the grade that student respondents were in during the 2014-2015 school year (grades 3-11), and the grade that parent respondents' children were in during the 2014-2015 school year. Based on the number of responses received and self-reported familiarity with the assessments, the analysis focuses on STAR and Scholastic assessments. Please note that not enough teacher and parent respondents at the high school level were familiar with any assessments to include their responses in the final analysis.

Figure 1.3 through Figure 1.5 present an overview of respondents' familiarity with each assessment included in the stakeholder surveys.

Figure 1.4: Familiarity with Assessments at the Elementary School Grade Level



Note: Assessments marked by an asterisk did not receive any responses from students or parents at the elementary school grade level. Science and Social Studies Summative assessments were excluded from the remainder of the elementary analysis since these assessments are only offered at the high school level.

Figure 1.5: Familiarity with Assessments at Middle School Grade Level[8]

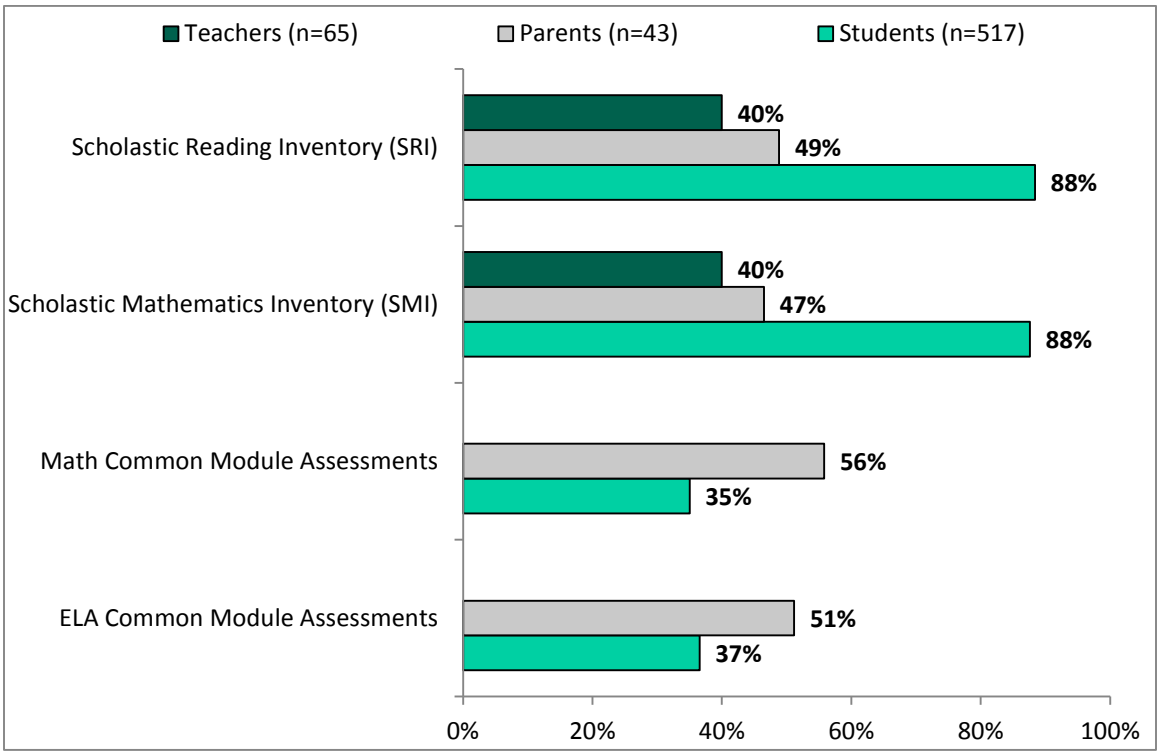
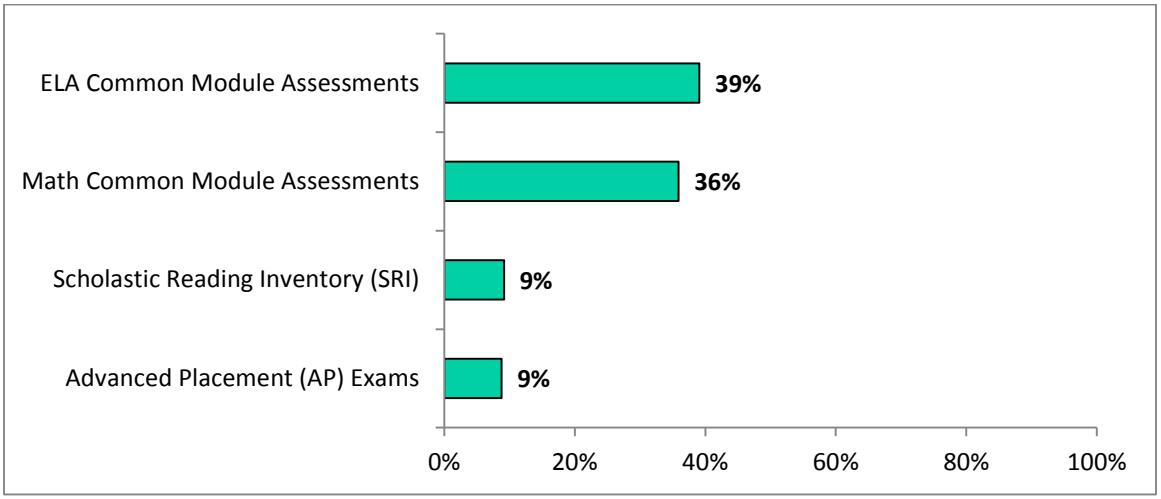


Figure 1.6: Student Respondents – Familiarity with Assessments at High School Grade Level[9]

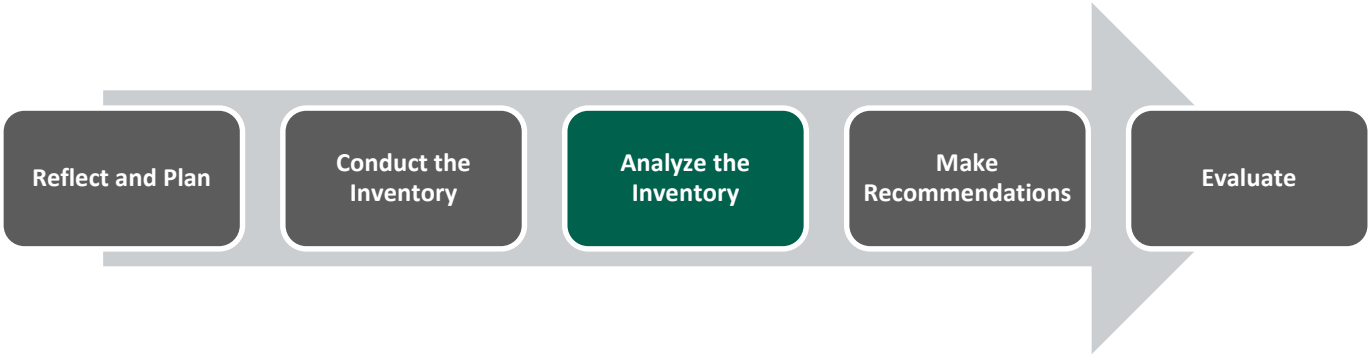


n = 284

[8] The ELA and Math Common Module Assessments were not included in the survey for teachers.

[9] Not enough teacher and parent respondents at the high school level were familiar with any assessments to include their responses in this section.

SECTION II: ANALYZING THE INVENTORY



This section of the report analyzes the results of the assessment inventory and stakeholder surveys described previously. In particular, the analysis adheres to Achieve's recommended approach for reviewing the assessment inventory results, including an analysis of the student-level perspective and assessment-specific findings.

STUDENT-LEVEL PERSPECTIVE

Achieve's Student Assessment Inventory suggests that "the most important way to first analyze the information collected through the inventory process is to develop a student-level perspective" of the assessment system in place.[10] To develop a student-level perspective, Achieve recommends that districts consider the number and frequency of assessments that all students must take each year by grade level, subject area, and special student needs or characteristics.

NUMBER AND FREQUENCY OF ASSESSMENTS

Indian River students may take anywhere from three to six District assessments per year depending on grade level and other student-specific characteristics. Furthermore, most assessments are administered three times per year, in the fall, winter, and spring. However, the STAR benchmark assessments are each administered twice per year, and the Unit Post-Assessments are each administered at the end of each unit, or roughly four to seven times per year.

Notably, elementary school students are generally required to take more District assessments than middle and high school students. As demonstrated in Figure 2.1, students in Grades K, Grade 1 and Grade 5 take five assessments while students in Grade 2, and Grade 3 complete six assessments. Note that students in grades K-5 may take up to two additional assessments, depending on whether they are flagged for Tier 2 or Tier 3 intervention in either language arts or math.

[10] "Student Assessment Inventory for School Districts," Op. cit., p. 5.

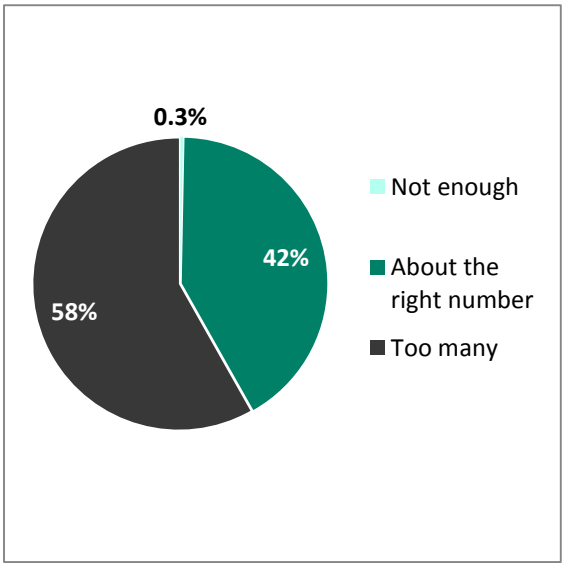
All middle school students take four assessments required by the District—two in ELA and two in mathematics. The Scholastic Reading and Scholastic Mathematics Inventories are administered three times per year, while the Common Unit Assessments that will replace the Math Module Assessments are administered roughly seven to eight times per year.

In high school, students in Grade 9 and Grade 10 take the highest number of required District-level assessments, as they may be required to take the SRI and SMI, while students in higher grades are not. However, students in Grade 11 and Grade 12 have the potential to take a much higher number of assessments if they enroll in either AP or IB courses, each of which has its own associated assessment. We note that these assessments are not required by the Indian River School District; however, AP and IB exams were not included on the state Department of Education's inventory, so we include them here to present the most comprehensive picture of the number of assessments students may take in a given school year.

Students take the SRI and the modified Common Unit Assessment four times per year, the SMI three times per year, and the Science Performance Tasks monthly. In addition, students participating in AP or IB courses take these assessments once at the end of the year.

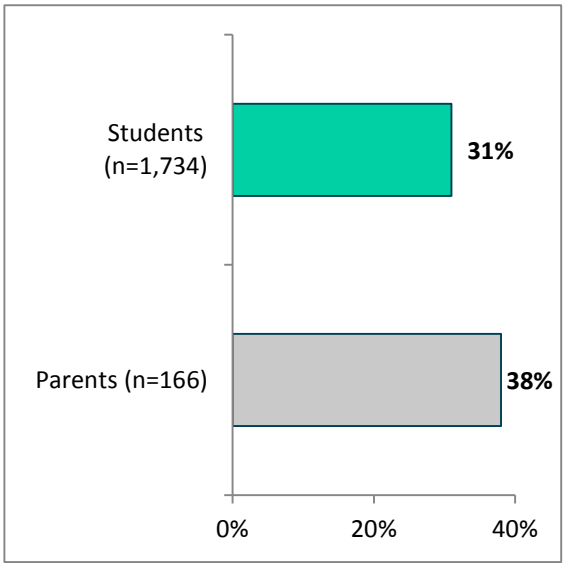
When asked about the number of assessments that students they teach are required to take each year, nearly 60 percent of teacher respondents report that students are required to take too many assessments while virtually no teachers report that students do not take enough assessments (Figure 2.2). In contrast, however, students and parents are generally comfortable with the number of assessments students are required to take. For example, only 29 percent of students and 42 percent of parents indicate that they are worried that they or their child will take too many tests during the school year (Figure 2.3).

Figure 2.1: How do you feel about the number of assessments the students you teach are required to take during the school year?



Source: Taking the Temperature Teacher Survey
n=330

Figure 2.2: I am worried that I (my child) will have to take too many assessments this year…

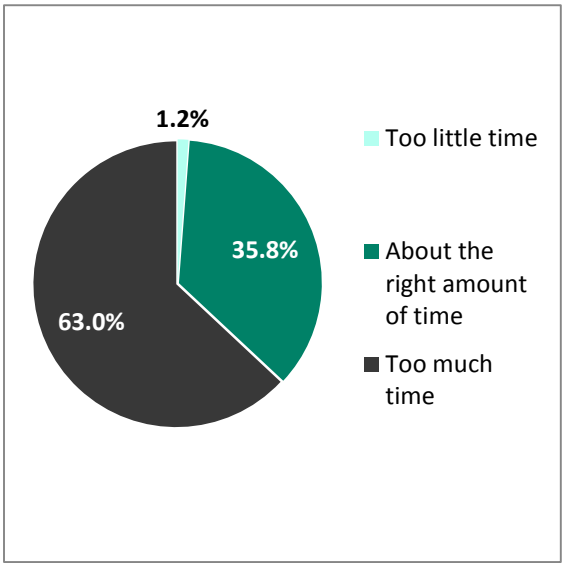


Source: Understanding Assessment Use Survey

TIME SPENT ON ASSESSMENTS

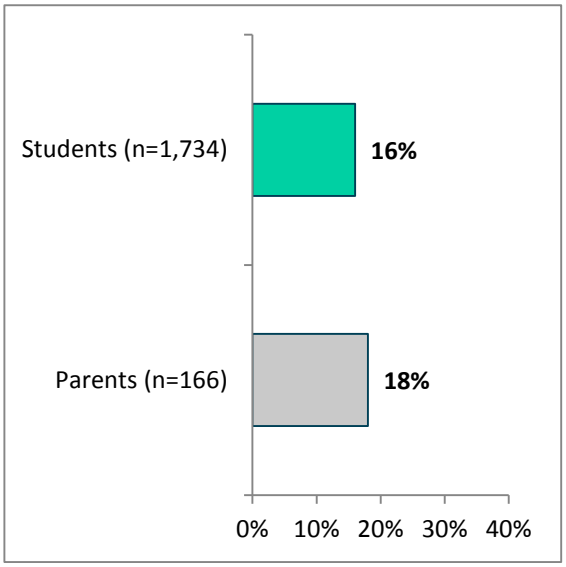
Nearly two-thirds of Indian River teachers feel that District teachers spend too much time on required assessments each year (Figure 2.4). However, fewer students and parents are worried about the time they or their child will spend on assessments this year, with less than one-fifth of parent and student respondents expressing this concern (Figure 2.5).

Figure 2.3: How do you feel about the amount of time teachers in the Indian River School District spend on required assessments each year?



Source: Taking the Temperature Teacher Survey
n=330

Figure 2.4: I am worried that I (my child) will spend too much time studying for assessments this year.



Source: Understanding Assessment Use Survey

ASSESSMENT-LEVEL PERSPECTIVE

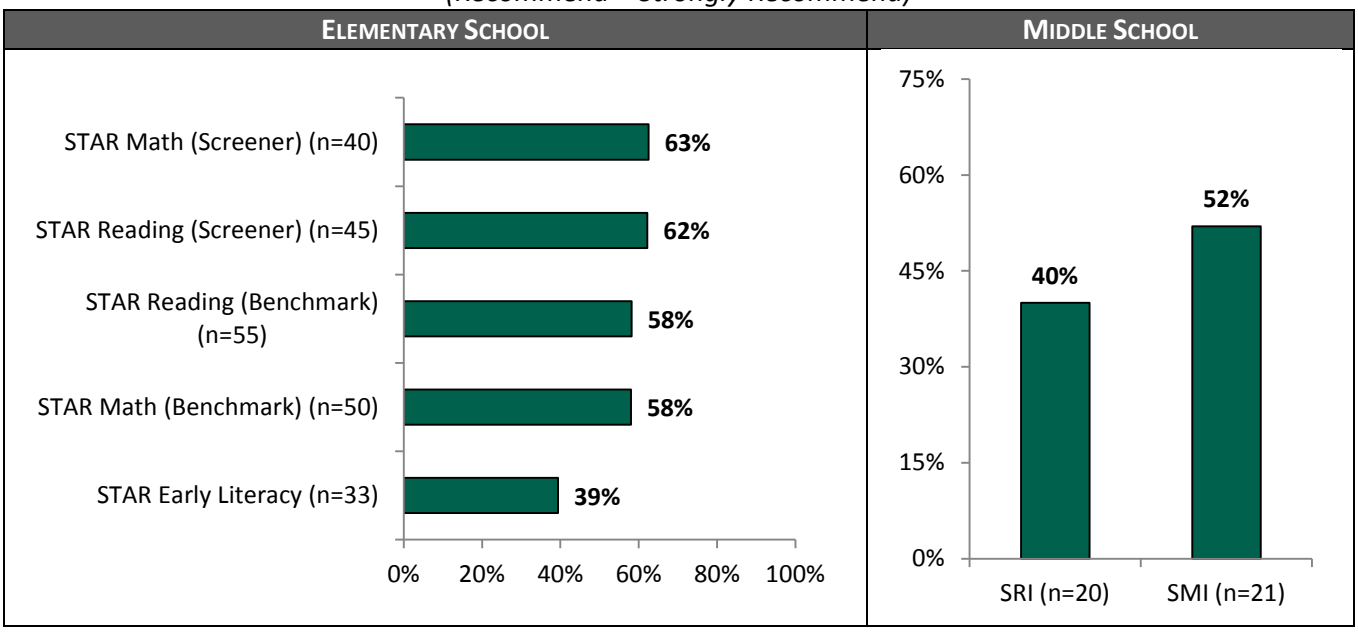
After analyzing the District's assessment system from a student-level perspective, Achieve's Student Assessment Inventory recommends undertaking an assessment-level perspective by "identifying the assessments that appear to be ones that the District will continue to administer, and clarifying if any of these assessments do need any changes to ensure they are helpful for their intended uses."[11]

Overall, more than one half of District teachers recommend that the District continue to use the following assessments: STAR Reading, STAR Math (benchmark and screeners), and Scholastic Mathematics Inventory. Less than one half of District teachers recommend that the District continue to use the following assessments: Scholastic Reading Inventory and STAR Early Literacy (Figure 2.7). Although more than one half of District teachers recommend that the District continue to use many of the assessments, the majority of teachers do not feel that the assessments are aligned with Common Core State Standards (Figure 2.8).

[11] "Student Assessment Inventory for School Districts," Op. cit., p. 5.

Figure 2.5: Teachers Who Recommend Each Assessment Continue to Be Used[12]

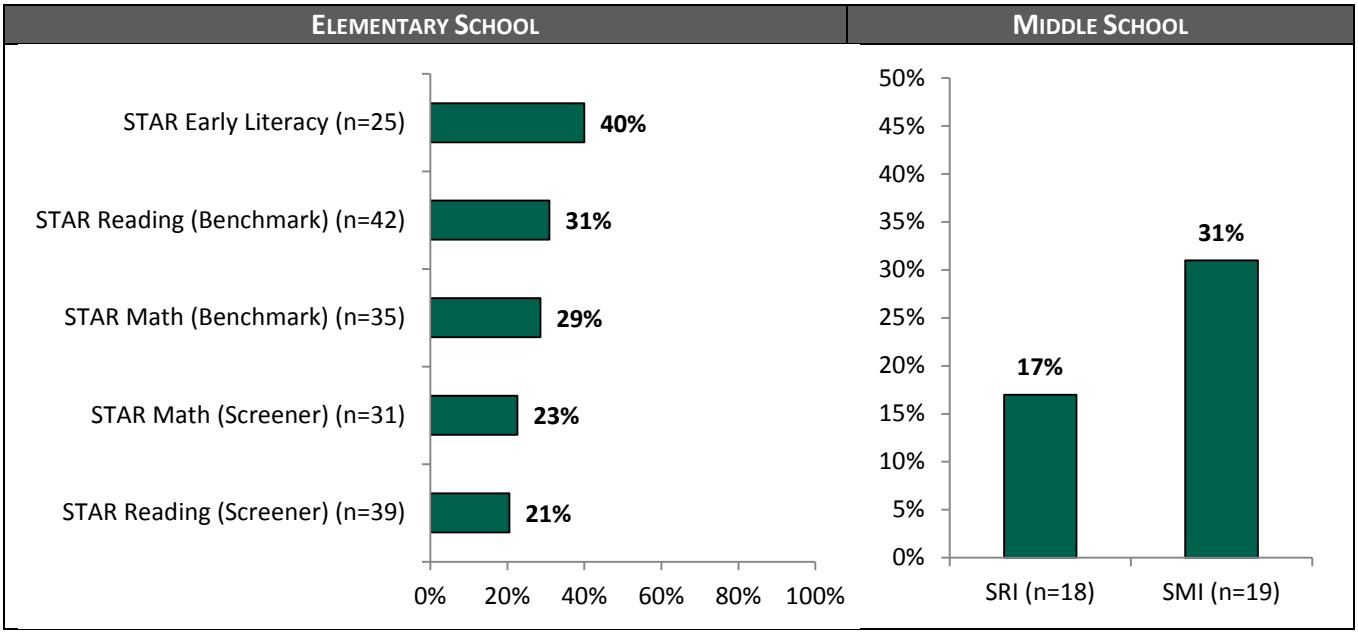
(Recommend + Strongly Recommend)



Source: Understanding Assessment Use Survey

Figure 2.6: Alignment of Each Assessment with Common Core State Standards[13]

(Strongly Aligned + Very Strongly Aligned)



Source: Understanding Assessment Use Survey

[12] Not enough teacher respondents at the high school level were familiar with any assessments to include their responses.

[13] Not enough teacher respondents at the high school level were familiar with any assessments to include their responses.

STAR Assessments

At the elementary level, fewer than 40 percent of teachers indicate that the STAR Reading and STAR Math assessments (both benchmarks and screeners) are aligned with the Common Core State Standards (CCSS). Teachers report that they are particularly concerned that the content complexity measured by these assessments does not align with the content complexity measured by the standards. Further, open-ended responses from teachers indicate that, in most cases, the content complexity measured by the STAR assessments is *higher* than that of the CCSS.

Despite the perceived lack of alignment with the CCSS, greater than 50 percent of teachers note that the STAR exams are either useful or extremely useful in helping teachers with instructional uses (e.g., reteaching or flexible grouping) and diagnosing individual student strengths and needs. Many teachers also agree that these exams are useful in informing instructional practice and improving classroom instruction. However, teachers are less enthusiastic about these assessments' usefulness in predicting student performance on future assessments, promoting or retaining students, factoring into course grades, and evaluating teacher effectiveness. In the open-ended responses, some teachers note that the STAR Early Literacy exams are not as useful as the DIBELS for informing instructional practice. Further, many teachers recommend that the STAR assessment results be broken down further so that they can better pinpoint areas in which students are struggling. Finally, many teachers note that student performance on the STAR exams should not be used to evaluate teacher effectiveness, due to the perceived lack of alignment with the District's curriculum and with the CCSS.

Parents generally understand the results they receive for their child on the STAR assessments. However, over 40 percent of parents indicate that they have trouble understanding the results of the STAR Math assessments. Unlike students, fewer than 50 percent of parents indicate that the STAR Reading and STAR Math screener assessments are connected to what their children learn in the classroom.

Students and parents disagree markedly about the usefulness of STAR assessments. Over two-thirds of students indicate that the STAR assessments help them improve in their respective subject areas. However, fewer than 20 percent of parents find the STAR assessments either moderately or very helpful in helping their child improve.

Scholastic Reading and Math Inventories

Less than one-third of middle school teachers agree that the Scholastic Reading Inventory (SRI) and the Scholastic Mathematics Inventory (SMI) are very strongly or strongly aligned with the CCSS. Teachers believe that the content complexity measured by the SRI and SMI does not align with that measured by the CCSS. In addition, 50 percent of teachers feel that the categories of content differ between the CCSS and the SMI.

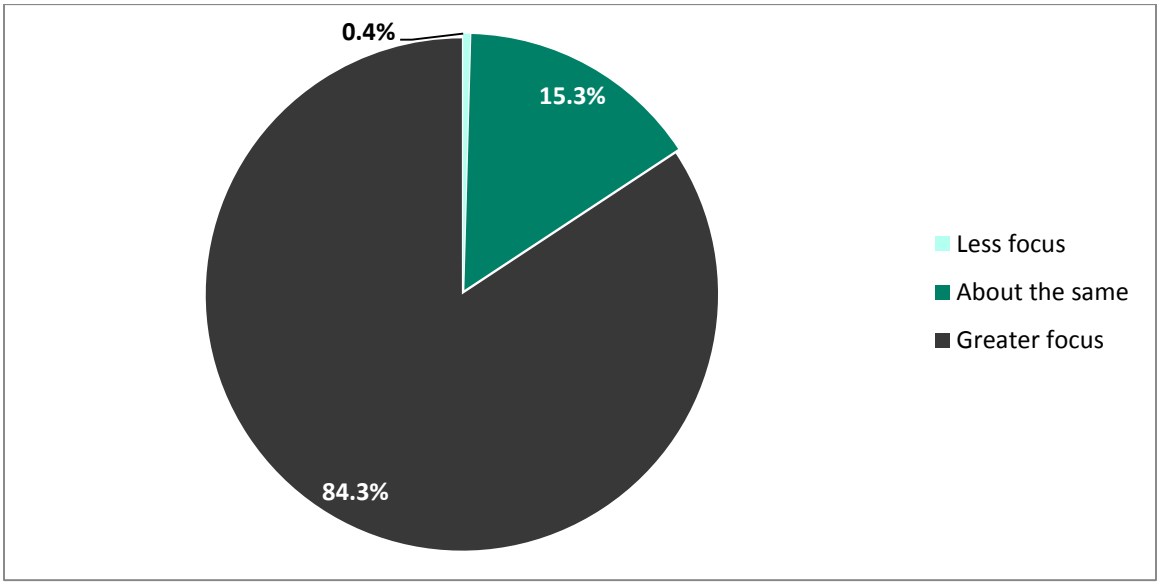
Teachers are most likely to use the SRI and SMI to diagnose individual student strengths and needs, to supplement instruction, and to inform instructional practice. Teachers are less likely to use these assessments to predict performance on future assessments, promote or retain a student, or to factor into course grades. Teachers further note that the SRI is often used for RTI and for the creation of IEPs.

Despite the fact that the SRI and SMI are used for student diagnostics and supplemental instruction, fewer than one-third of teachers rate these exams as useful in these tasks. As with elementary school teachers' responses about STAR assessments, many teachers note that they would like to see a more granular breakdown of student strengths and weaknesses. In addition, many teachers note that they would like to see a detailed breakdown of how individual questions align to the CCSS.

OTHER NOTABLE FINDINGS

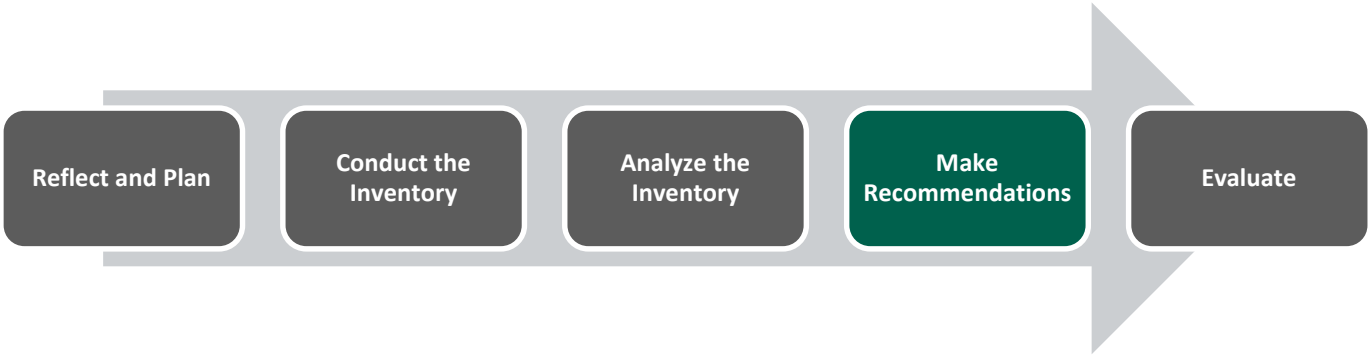
District teachers who have been employed by Indian River School District for five years or more were asked to gauge how assessment has changed, if it all, over the past five years. More than 80 percent of these teachers indicate that there has been a greater focus on assessments over the past five years while virtually no teachers feel there has been less focus on assessments (Figure 2.8).

Figure 2.7: How has assessment in Indian River School District changed, if at all, over the past five years?



Source: Taking the Temperature Teacher Survey
n=229

SECTION III: MAKING RECOMMENDATIONS



After carefully reviewing the data collected and reports supplied by Hanover research, Indian River School District (IRSD) would like to make the following observations and recommendations.

- Approximately 34% of teachers answered the survey information. (Teachers report being surveyed too frequently.) Further, teachers wanted to remark on the state mandated assessments and found it difficult and frustrating not to have that opportunity.
- Approximately 1% of parents responded to the survey and most of the respondents were from a single school.
- There seems to be enough concern for IRSD to reconsider the use of the STAR Early Literacy Assessment. This is the only assessment we would consider dropping from our list at this time.
- Teachers find the assessment information valuable for instruction.
- Teachers continuously remark on the use of assessments for teacher evaluation. So much so that IRSD feels as though the results could be skewed for this reason.
- IRSD will meet with teacher leader focus groups over the second half of the school year to review findings and make further recommendations and/or comments regarding district and state assessments.
- All findings will be presented to the IRSD Board of Education.

APPENDIX

Figure A.1: Minimum Number of Required State and District Assessments by Grade Level

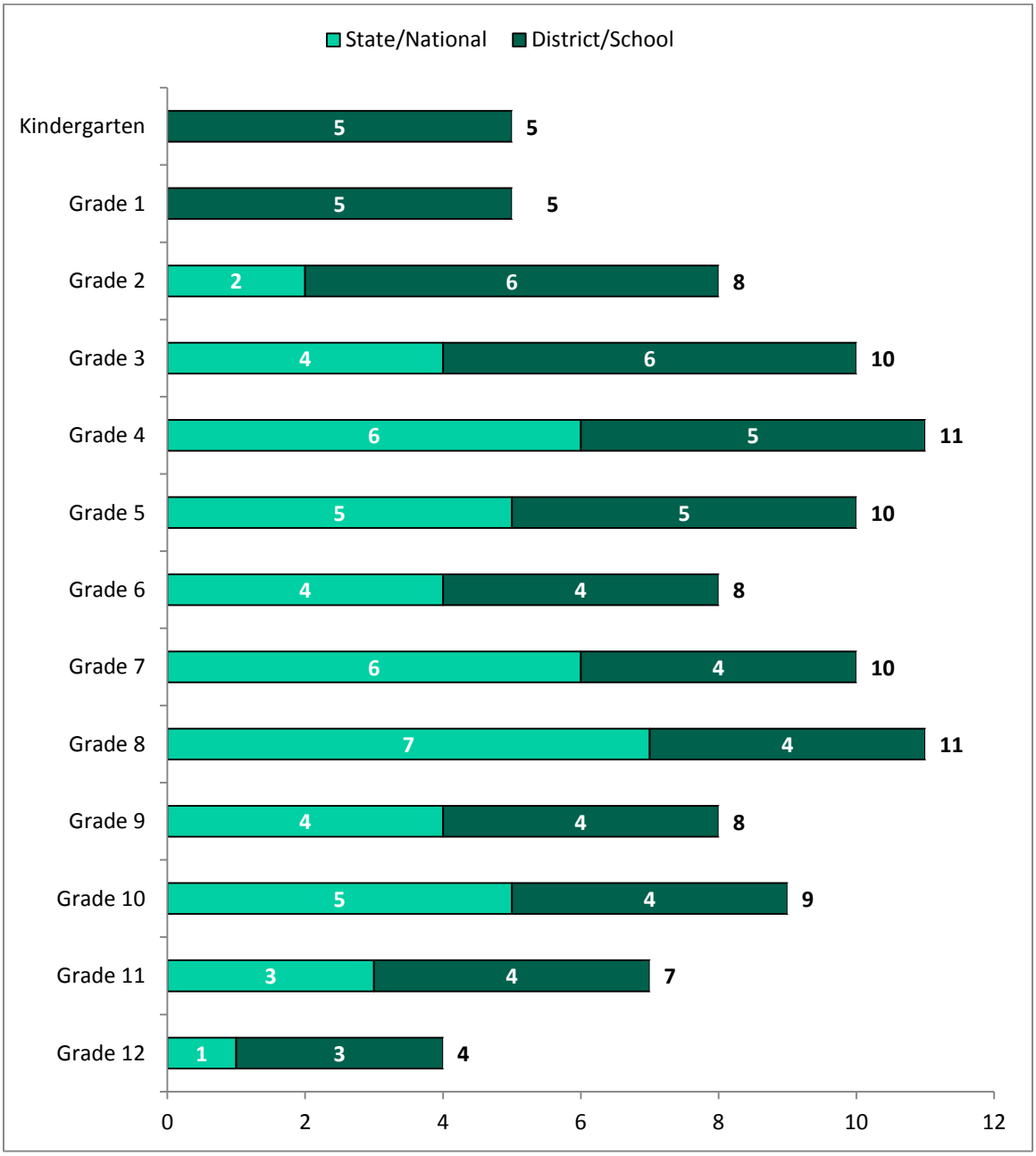


Figure A.2: Required State and National Assessments by Grade Level

Assessment	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts													
DCAS Reading			✓	✓	✓	✓	✓	✓	✓	✓	✓		
Smarter ELA				✓	✓	✓	✓	✓	✓			✓	
Mathematics													
DCAS Mathematics			✓	✓	✓	✓	✓	✓	✓	✓	✓		
Smarter Mathematics				✓	✓	✓	✓	✓	✓			✓	
Other													
DCAS Social Studies					✓			✓		✓			
DCAS EOC U.S. History												✓	
NAEP					✓				✓				✓
DCAS Science Summatives						✓			✓		✓		
ReadiStep								✓	✓				
PSSS										✓	✓		
PSAT											✓		
SAT												✓	
Total	**0**	**0**	**2**	**4**	**6**	**5**	**4**	**6**	**7**	**4**	**5**	**4**	**1**

Source: Delaware Department of Education[14]