



# NCLB Making a Difference in Alaska

- President Bush's 2005 budget proposal increases federal education funding for Alaska to more than \$309.7 million – 37% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$35.3 million – \$11.6 million over 2001 levels – to help Alaska's neediest children.
- Alaska has received \$6.9 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$2.7 million for Alaska. In total, over six years, Alaska is set to receive approximately \$14.4 million in Reading First funds.
- After touring parts of northern Alaska at the request of the congressional delegation, U.S. Education Secretary Rod Paige requested and obtained \$10 million from the FY 2004 federal budget for the development of teacher housing in rural Alaska. (Statement by Senator Ted Stevens, 2/16/04)
- "The Kenai Peninsula Borough School District made significant improvement under the federal *No Child Left Behind Act's* accountability standards this year, state officials announced. The marked improvement – 14 schools went from noncompliance in 2002-03 to compliance in 2003-04 – can be attributed to several different efforts, from targeted intervention for low-performing students to changes in the state's AYP guidelines, said Assistant Superintendent Sam Stewart. 'We got great cooperation from parents and students,' he said. 'Other changes that may have influenced it is some of our intervention efforts to make sure we're meeting the needs of each student. That's a goal we continue to strive to.'" (*The Peninsula Clarion*, 8/5/04)
- "Nearly two out of three Alaska schools met goals for test scores and attendance this past year, a reversal from the previous school year when nearly the same number of schools fell short of making progress. According to data released by state education officials, some schools improved their standings because students made notable academic progress. With other schools, it was a matter of reaching out to families and getting students to show up on crucial test days, since state guidelines that assess progress require high participation from kids." (*Anchorage Daily News*, 8/5/04)

# NCLB Making a Difference in Alabama

- President Bush's 2005 budget proposal increases federal education funding for Alabama to \$1.8 billion – 50% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$198.5 million – \$61.1 million over 2001 levels – to help Alabama's neediest children.
- Alabama has received \$52.5 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$20 million for Alabama. In total, over six years, Alabama is set to receive approximately \$102 million in Reading First funds.
- "Mobile County's last round of standardized quarterly tests showed that 94 percent of the first-graders at Calcedeaver Elementary School scored at or above average in reading. Mary Ann Stockman, Calcedeaver's reading coach, credits the school's participation in the federally funded Alabama Reading First Initiative program for the success." (*Mobile Register*, 2/18/04)
- "Ten Mobile County elementary schools achieved some of the top reading scores in the state among high-poverty schools participating in the Alabama Reading First Initiative. Four of the schools even ranked in the top 10 statewide among all schools involved in Reading First. Sheila Mosley, coordinator of elementary education in Mobile County, said the 10 Reading First schools had low reading scores prior to implementing the program last fall. 'It does work,' Mosley said. 'The schools are motivated, because now they have a clear focus on what they need to do and where they need to take the children.' In an effort to duplicate the success, the system will unveil similar reading programs at five other struggling schools this fall, Mosley said. Among the Reading First schools, Alba Elementary showed the most growth between fall and spring administrations of the test. Thirty percent of the students passed in the fall, while 77 percent passed in the spring. Lisa Williams, principal at Alba, credited Reading First with the improvement. Williams said Alba's faculty held meetings to discuss the progress of every child, and the teachers and coaches 'focused continually on meeting the needs of all students.' Through Reading First, Williams said, 'we will assure that no child is left behind.'" (*Mobile Register*, 7/22/04)
- "The latest standardized test scores indicate that the achievement gap between black and white students may slowly be shrinking in Mobile County. 'Yes, I'm pleased because we are closing the gap,' said Samantha Ingram, an assistant superintendent for the Mobile County Public School System. 'Am I fully pleased? No, because we haven't completely closed the gap.' Ingram credits federal funding with helping the system improve classroom instruction at mostly poor and black schools. The system receives what is known as Title One funding in roughly half of its schools to buy computers and extra books, provide one-on-one reading instruction, after-school tutoring and training for teachers. 'We've taken those resources and targeted those gaps,' Ingram said." (*Mobile Register*, 9/2/04)





# NCLB Making a Difference in Arkansas

- President Bush's 2005 budget proposal increases federal education funding for Arkansas to more than \$948.4 million – 54% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$122.8 million – \$37.3 million over 2001 levels – to help Arkansas' neediest children.
- Arkansas has received \$32.3 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$12.7 million for Arkansas. In total, over six years, Arkansas is set to receive approximately \$64.3 million in Reading First funds.
- "Tutoring and other forms of after-school instruction required by federal law for some of the nation's most academically troubled schools are up and running in Little Rock – about four months after school district officials learned they would have to provide those services." (*Arkansas Democrat-Gazette*, 2/17/04)
- "Two independent charter schools gained renewal from the state for three years after promises to exceed state academic goals. In their renewed charters, Academics Plus in Maumelle and Benton County School of the Arts in Rogers told the State Board of Education that they would attempt to do 20 percent better than the minimum yearly progress required by the state under *No Child Left Behind*." (*Arkansas Democrat-Gazette*, 3/16/04)
- "The Little Rock School District was awarded a \$1.3 million grant to increase the number of low- and middle-income students taking advanced placement courses, school and federal officials announced. The two-year grant, distributed through the *No Child Left Behind Act*, will create the Accelerated Student Achievement Program at six district schools, interim superintendent Morris Holmes said at a news conference at Hall High School. 'This money is going somewhere,' Holmes said. 'This energy and excitement is going somewhere.' Through the program, advanced placement teachers will participate in conferences, workshops and other professional development opportunities. The program also includes online resources for high school students, tutoring and a college preparation awareness program for middle school students. Preparing students for college is a 'moral issue,' Holmes said. 'It is wrong for us to continue down this road and not have a significantly larger number of our children excel,' he said." (*Arkansas Democrat-Gazette*, 4/13/04)
- "A new reading program has paid big dividends this year at Wonder Elementary School. The program is a comprehensive balanced approach to literacy and it's being used at Wonder in grades kindergarten through the third. The numbers show the program is working. In 1998, 79 percent of Wonder kindergarten students scored below the 50<sup>th</sup> percentile. Last year for the spring 2003 SAT 9 test, only 31 percent of the kindergarten students were below the 50<sup>th</sup> percentile. This year, Wonder students had a literacy block in the morning that lasted four hours. The block includes familiar reading, shared reading, phonics/spelling, reading aloud, guided reading groups, a writer's workshop and other valuable group blocks." (*Evening Times*, 5/26/04)

# NCLB Making a Difference in Arizona

- President Bush's 2005 budget proposal increases federal education funding for Arizona to \$3.6 billion – 83% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$249.7 million – \$108.6 million over 2001 levels – to help Arizona's neediest children.
- Arizona has received \$58.6 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$24.4 million for Arizona. In total, over six years, Arizona is set to receive approximately \$116 million in Reading First funds.
- "Science and research are helping Arizona's youngest students learn to read faster and better than children of previous generations, educators say. All Arizona schools base reading instruction on five key elements identified through scientific research. Sixty-three schools not only use those elements but also teaching strategies based on how the brain learns. With the help of federal Reading First grants, they are using teacher training, assessment specialists and aides to help children read fluently by the end of third grade. Tempe's Evans Elementary School saw a 71 percent increase in the number of kindergarteners reading on or near grade level in the spring semester compared to last fall, and a 37 percent decrease in the number of kindergarteners needing intensive help with reading skills. Mesa's Hawthorne Elementary School reported a 27 percent increase in the number of first-graders reading on or near grade level, and a 29 percent decrease in those needing intensive help." (*East Valley Tribune*, 6/1/04)
- "Historically English-language learners are the forgotten students,' Jaime Castellano, a Florida researcher who studies English-language learners, said. 'The expectation we as educators have about this population of students is: If they don't speak English, how can they be gifted? It's a myth that's perpetrated year after year.' Last school year, Phoenix's Washington Elementary School District received a \$787,000 federal grant for three years to train teachers how to identify and create lesson plans for the brightest English-language learners. Some of these students are attending after-school and summer programs, where teachers can test their new skills." (*Arizona Republic*, 6/22/04)
- "A dozen rural school districts in Maricopa county received a \$1 million grant from the U.S. Department of Education to set up professional development programs for American history teachers. The 12 rural school districts are part of the Maricopa County Small School Consortium, a remote and rural school district consortium with limited resources and few teachers trained to teach American history." (*Phoenix Business Journal*, 7/12/04)





# NCLB Making a Difference in California

- President Bush's 2005 budget proposal increases federal education funding for California to more than \$11.5 billion – 45% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$1.9 billion – \$763.6 million over 2001 levels – to help California's neediest children.
- California has received \$426.2 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$159.3 million for California. In total, over six years, California is set to receive approximately \$871 million in Reading First funds.
- "The California Post Secondary Education Commission funded 17 projects in the state under the Improving Teacher Quality Grant Program. Funds for this project are received from the U.S. Department of Education and authorized by the *No Child Left Behind Act*." (*Eureka Reporter*, 2/6/04)
- "The number of English learners statewide reaching proficiency in an annual state test took another big jump, according to statistics released March 18 by education officials. State results showed that 43 percent of the students who took the California English Language Development Test scored at the early advanced or advanced levels in 2003. That is up from 34 percent in 2002 and 25 percent in 2001. Maria Lopez, Sacramento City Unified spokeswoman, said that the federal *No Child Left Behind Act* has prompted educators to push all students." (*Sacramento Bee*, 3/19/04)
- "California charter schools got a \$75 million boost when U.S. Secretary of Education Rod Paige announced a three-year federal grant that aims to help create 250 charters by 2007. Paige praised California for being at the forefront of the charter-school movement. 'With this grant we recognize California's pioneering spirit,' he said. 'California was one of the first states to allow the creation of charter schools, and you're also one of the most welcoming states even now.'" (*Sacramento Bee*, 6/30/04)
- "Schools got their state and federal report cards, and the grades are better than last year. Nearly 56 percent of the county's public schools have a higher state academic rating. Sixty-eight percent of county schools met federal academic goals, compared with 54 percent in 2003. Statewide 64 percent of schools improved in their state ratings, and 64 percent satisfied all federal targets." (*The San Diego Union-Tribune*, 9/1/04)



# NCLB Making a Difference in Colorado



- President Bush's 2005 budget proposal increases federal education funding for Colorado to more than \$1.7 billion – 56% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$121.9 million – \$41.3 million over 2001 levels – to help Colorado's neediest children.
- Colorado has received \$29.5 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$11.6 million for Colorado. In total, over six years, Colorado is set to receive approximately \$59 million in Reading First funds.
- Cache La Poudre School District third-graders continued to make gains in reading, scoring the best they ever have in the seven-year history of the Colorado Student Assessment Program. The school's students scored 14 percentage points higher this year than last year. Pat Woodward, district curriculum generalist, credited their success to a combination of factors, including analyzing past test scores to see where changes needed to be made. (*The Coloradoan*, 5/5/04)
- "Despite severe cuts in state funding (we lost 25 percent of our state positions last year), there were new dollars – all of them thanks to *No Child Left Behind*. Without the 39 percent increase in federal funding over the last two years, we would have been devastated," said William Moloney, Colorado Education Commissioner. (*Rocky Mountain News*, 6/9/04)
- "In the past 3 years, the percentage of students passing the fourth-grade CSAP test has increased sevenfold in reading and thirtyfold in writing at Bessemer Elementary in Pueblo City School District #60. More than 80 percent of the school's students receive free or reduced-price lunches. Many suggest an onslaught of grant money from *No Child Left Behind* as well as the practice of scientifically-based teaching methods are responsible for the school's improvement." (Pueblo City School District #60 website, 7/6/04)
- "Colorado's youngest disabled students have some basic reading and writing skills but struggle with mathematics concepts, according to results from the state's alternative standardized exams. 'There are definitely some good things going on with these students,' said Janet Filbin, who handles the Colorado Student Assessment Program Alternate data for the education department's Exceptional Student Services Unit. 'Teachers are now beginning to see their students as readers, writers, mathematicians, and scientists.'" (*Rocky Mountain News*, 8/14/04)



# NCLB Making a Difference in Connecticut

- President Bush's 2005 budget proposal increases federal education funding for Connecticut to more than \$1 billion – 49% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$111.7 million – \$25.7 million over 2001 levels – to help Connecticut's neediest children.
- Connecticut has received \$21.4 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$7.7 million for Connecticut. In total, over six years, Connecticut is set to receive approximately \$42.5 million in Reading First funds.
- "Since 2000, cities narrowed the achievement gap in fourth-grade reading, and saw a 10.2 percentage point increase in the number of children taking the test. President Bush's *No Child Left Behind Act* shares some of the credit in moving the city scores, superintendents said. 'We stepped it up a bit because of all the pressure coming down from NCLB,' Waterbury Superintendent David Snead said. New London Superintendent Christopher Clouet also gave a nod to the federal law, saying, 'The good news about *No Child Left Behind* is it forced schools to focus on reading instruction in a way that had not been done before.'" (*Hartford Courant*, 6/26/04)
- "As schools raise the stakes on Connecticut's annual 10<sup>th</sup>-grade exam, not only are more sophomores taking the test, they are getting better scores, new results show. Students in most groups, including those in special education classes and the state's poorest cities, made encouraging gains on a test that many students once used to skip. Educators had feared that scores might decline as more students, particularly those in special education, took the test, but in most cases that did not happen." (*Hartford Courant*, 8/31/04)
- "More than three quarters of the state's public high schools are meeting new federal standards under the *No Child Left Behind Law*, state education officials said. Of Connecticut's 180 public high schools, only 42 failed to meet the standard for adequate yearly progress based on standardized test scores. Last year, just 46 percent of state high schools met the federal guidelines. 'Connecticut's high schools should be very proud of the progress made in just one year,' state Education Commissioner Betty Sternberg said. 'It shows that our students and educators are working very hard and are serious about raising their achievement.' Sternberg and others said the key improvement came in participation rates, measured by the number of students taking the Connecticut Academic Performance test." (*Associated Press*, 9/8/04)



# NCLB Making a Difference in Delaware

- President Bush's 2005 budget proposal increases federal education funding for Delaware to more than \$256 million – 36% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$35.4 million – \$12.5 million over 2001 levels – to help Delaware's neediest children.
- Delaware has received \$6.9 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$2.7 million for Delaware. In total, over six years, Delaware is set to receive approximately \$14.1 million in Reading First funds.
- "Delaware students fared better than ever on this year's tests in reading, writing and math, state education officials announced in June. In all but fifth-grade writing, where students performed at the same level as last year, all scores in all subjects and at every grade level have risen, some dramatically. 'It's hard to do and it takes a long time,' Senator Thomas Carper said. 'But we knew we were on the right track and we had to stay the course. Now, the results speak for themselves.'" (*Delaware State News*, 6/18/04)
- "Above-average test scores by students at Frankford Elementary School, many of whom are designated as low income, caught the attention of U.S. Department of Education officials. So much so, in fact, that Michael Petrilli of the Office of Innovation and Improvement of the U.S. Department of Education made a visit recently to take a look for himself at just what the teachers and staff are doing to make a difference. Frankford Elementary School's population is about 76 percent low income. The school population also consists of about one-third African-American children and one-third Hispanic children, many of whom do not speak English when they enter the school. 'The student achievement here is remarkable,' Petrilli said, pointing out that the students' achievements are just what the federally mandated *No Child Left Behind* program is all about." (*Delaware Wave*, 5/12/04)
- "At A.I. du Pont Middle School in Greenville, the percentage of black eighth-graders who met the state math standard doubled this year. The percentage of low-income students meeting the reading standard is up 24 percentage points. The percentage meeting the writing standard is up 14 points." (*Delaware News Journal*, 6/20/04)
- "The U.S. Department of Education has awarded a \$1.1 million grant to the Christina School District to create smaller 'learning communities,' or mini-schools, within its three high schools. The program promotes academic achievement by restructuring large high schools into smaller, more intimate learning academies." (*Wilmington News Journal*, 7/10/04)





# NCLB Making a Difference in Florida

- President Bush's 2005 budget proposal increases federal education funding for Florida to more than \$5.5 billion – 51% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$644.8 million – \$233.3 million over 2001 levels – to help Florida's neediest children.
- Florida has received \$150.4 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$58 million for Florida. In total, over six years, Florida is set to receive approximately \$300 million in Reading First funds.
- "Polk history teachers will get a chance to apply their knowledge in a hands-on setting this summer. As part of a three-year, \$908,000 federal grant, 29 history teachers will participate in a weeklong immersion program at Florida historical sites and landmarks from June 7 through 12. The Polk County Schools District was among six statewide designated as recipients of a 'Teaching American History' grant. This is the second year of the grant's implementation. The grant is for curriculum development, teacher training and instructional materials to promote the teaching of traditional American history. Polk schools have titled the weeklong summer seminar and immersion program, 'Teaching American History with Florida Flavor.' Polk educators will use knowledge gained from the seminar to implement elements of state history into their instruction and link that knowledge to broader events affecting the nation." (*News Chief*, 5/30/04)
- "I believe in public schools. I also believe in the potential of the federal *No Child Left Behind* legislation to finally deliver on the great civil rights promise of *Brown v. Board of Education*, which ended racial segregation in our schools 50 years ago. *No Child Left Behind* complements Florida's A+ Plan. They are two components of a single accountability system that recognizes reading as the new civil right and ensures all students achieve not only access but also success,' said Jim Warford, chancellor of Florida's K-12 public schools." (*Tallahassee Democrat*, 6/12/04)
- "Deltona Elementary had seen its student population balloon from around 825 on the first day of classes to nearly 1,000 by the state standardized testing date. Close to 30 percent of the students were enrolled in special education. Having failed to meet national standards for academic progress last year, Deltona stood to lose students through transfers to better-performing schools under the *No Child Left Behind Act*. Then Principal Janet Dunleavy got the results. Deltona earned an A in the state's A-Plus plan, up from last year's B, and it made adequate progress under federal guidelines. 'We really analyzed the data, and we really looked at exactly where the students were having problems. We tried to target them with resource teachers and more small-group instruction,' she said. 'We are very happy.'" (*St. Petersburg Times*, 6/16/04)
- "Palm Beach County schools earned a record 81 A's from the state Department of Education. Washington Elementary in Riviera Beach became the city's first traditional school to earn an A. In addition to earning an A, the school made 'adequate yearly progress' under the federal *No Child Left Behind Act*." (*Palm Beach Post*, 6/16/04)

# NCLB Making a Difference in Georgia



- President Bush's 2005 budget proposal increases federal education funding for Georgia to more than \$3 billion – 54% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$410 million – \$152.5 million over 2001 levels – to help Georgia's neediest children.
- Georgia has received \$89.5 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$34.3 million for Georgia. In total, over six years, Georgia is set to receive approximately \$180 million in Reading First funds.
- "Even though it has one of Georgia's highest percentage of Hispanic students, Gainesville Elementary School, which opened in August, recorded a 90 percent passing rate among its third-graders on the reading exam. Shawn Arevalo McCollough, the principal, said he was aware of the challenges faced at a school where 65 percent of the 500 students are Hispanic. 'We said from the beginning we were not going to make any excuses,' he said. He credited the students' success to after-school and Saturday sessions in which they concentrated on reading, language arts and math — the basic sections of the curriculum exam. 'We outworked everybody,' McCollough said. 'That's how we closed the achievement gap.'" (*Atlanta Journal-Constitution*, 6/3/04)
- "In a news conference, state Superintendent of Schools Kathy Cox declared Georgia's overall school picture a success. She noted that 78 percent of schools met the state's testing goals, up from 64 percent last year. And many of the schools that missed the goals did so in only one area, she said. Cox said she was proud that 26 Georgia schools came off the 'needs improvement' list after five years on it. 'We are this close to having tremendous success, almost unprecedented success,' Cox said." (*Atlanta Journal-Constitution*, 7/7/04)
- "Out of 1,803 teachers in the Houston County School District, 99.6 percent are considered 'highly qualified,' according to school administrators. 'I want every child in the school district to have the best teacher they can have,' said Ron Busbee, Assistant Superintendent of Human Resources for the Houston County Board of Education. According to Busbee, all Houston County teachers should reach the 'highly qualified' status by the middle of the school year. Before the *No Child Left Behind* requirement, only half of middle school teachers were asked to teach in their field of degree expertise, he said." (*Macon Telegraph*, 8/1/04)
- "While Georgia made small gains in its SAT performance, the state's Latino students took a significant jump. They averaged a score of 949 out of a possible 1600, outperforming their Latino peers nationwide by more than 30 points. State officials are also encouraged that more black students and Latinos are taking the SATs and participating in more challenging classes." (*Atlanta Journal-Constitution*, 9/2/04)



# NCLB Making a Difference in Hawaii

- President Bush's 2005 budget proposal increases federal education funding for Hawaii to more than \$341.1 million – 51% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$48 million – \$21.6 million over 2001 levels – to help Hawaii's neediest children.
- Hawaii has received \$9.1 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$3.5 million for Hawaii. In total, over six years, Hawaii is set to receive approximately \$17.7 million in Reading First funds.
- "Some of Mountain View Elementary's students live in tents and trailers in the isolated rural subdivisions of Upper Puna, and more than 87 percent qualify for free or reduced-price lunches. Teachers limit the amount of homework they assign out of consideration for families without electricity for lighting. But most importantly, Mountain View offers tutoring and an intense focus on reading, and it is paying off. For all of the challenges facing its students, Mountain View Elementary School achieved coveted 'adequate yearly progress' status last year under the federal *No Child Left Behind Act*. In fact, Myrna Watanabe, the schoolwide reading resource coordinator, said all of Mountain View's kindergarten students were reading by the end of last year, which astonished many parents. One key to the advances the school made was employing a program called Reading Mastery that is designed to accelerate the learning of at-risk students. Teachers provide intensive phonics instruction using scripted materials delivered at a quick pace. It was expensive, but the school invested \$45,000 in federal grant money to launch the program two years ago, and the difference, especially in kindergarten and first grade, is 'just unbelievable, it's phenomenal,' Watanabe said." (*Honolulu Advertiser*, 3/22/04)
- "Last summer, almost half the seventh- and eighth-grade students at Jarrett Middle School gave up a month of vacation to improve their math and reading skills. With a significant portion of the student population coming from the public housing project in Palolo Valley, the school knew many families would not be able to afford to send their children to summer school. So the school started its own summer academy, charging just \$25 for the half-day program. The academy helped some students rise a grade level or two in reading, and as much as six grade levels in math." (*Honolulu Advertiser*, 3/25/04)
- "Ho'okena Elementary and Intermediate school is a rural Kona school, with some students bused or driven 25 miles each way, each day. More than two-thirds of them qualify for free or reduced lunches, and 20 of its 28 classrooms are in plantation-era buildings or portables. The school bell is broken, so students were summoned from recess recently by a pupil ringing an old-fashioned clanger. Yet last year Ho'okena achieved adequate yearly progress under the *No Child Left Behind Act*, and principal Lyndia Uchimura hopes to repeat that performance this year, pulling Ho'okena out of 'corrective action' status." (*Honolulu Advertiser*, 5/27/04)
- "Scores on the 2004 Hawaii State Assessment show more students at every grade level tested are rated proficient in reading and math this year than last, with the biggest leap shown by fifth-graders. 'Although we have a long journey before us, we are heading in the right direction and picking up speed,' Superintendent Patricia Hamamoto said in releasing the results. 'Our teachers and students are beginning to benefit from standards-based learning.'" (*Honolulu Star-Bulletin*, 8/20/04)



# NCLB Making a Difference in Iowa

- President Bush's 2005 budget proposal increases federal education funding for Iowa to more than \$1.4 billion – 52% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$64.8 million – \$8.3 million over 2001 levels – to help Iowa's neediest children.
- Iowa has received \$16.8 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$6.2 million for Iowa. In total, over six years, Iowa is set to receive approximately \$37.7 million in Reading First funds.
- "As an example of the advanced technology becoming increasingly available in schools throughout the country, a western Iowa school was cited with three others during a U.S. Department of Education virtual town hall meeting. Manning High School, about 44 miles northwest of Avoca, represented Iowa during the meeting. Manning High School provides an opportunity for students to learn upper-level mathematics and foreign languages through videoconferencing via the Iowa Communications Network." (*Daily Nonpareil*, 9/26/03)
- "Student proficiency scores in math, science and reading are increasing in the Waukee school district, a trend Superintendent Veronica Stalker attributes to the teachers' drive to constantly improve their teaching skills. The district will closely examine what it can do to improve test scores for students of lower socioeconomic backgrounds and minority students – two groups it didn't have much data for before the 2002-04 biennium. The data is helpful, Eddie Eckles, director of teaching and learning for the district, said, because it allows teachers to see how assessment scores translate into instruction." (*Des Moines Register*, 7/16/04)
- "The academic achievement gap in fourth-grade reading and math narrowed between Des Moines' white and minority students, according to results from the district's end-of-the-year curriculum tests. 'Overall, the picture tells us that a lot of what we're doing is working,' said Superintendent Eric Witherspoon. 'But we really need to be building on that.' Witherspoon said he was encouraged by the progress teachers are making at narrowing the achievement gap among white, black and Latino fourth-graders." (*Des Moines Register*, 8/14/04)
- "[East Marshall High School] is one of a growing number of small Iowa high schools offering Advanced Placement (AP) classes, according to data released by the Iowa Department of Education. About 5,425 Iowa students took at least one AP class in 2003-04, up from 5,141 the previous year. The classes were offered in 208 of Iowa's 406 public and private high schools, compared with 187 schools offering AP the previous year." (*Des Moines Register*, 9/1/04)



# NCLB Making a Difference in Idaho



- President Bush's 2005 budget proposal increases federal education funding for Idaho to more than \$494.5 million – 56% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$45.1 million – \$17.9 million over 2001 levels – to help Idaho's neediest children.
- Idaho has received \$11.8 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$4.6 million for Idaho. In total, over six years, Idaho is set to receive approximately \$21 million in Reading First funds.
- "Principal Susan Williamson rocked the boat to turn a school around. Most of the students at Boise's Taft Elementary School come from low-income homes. Taft's achievement test scores were once among the district's lowest. Today, reading scores are among the best in the Boise School District. Discipline problems are down dramatically. And parents are now requesting that their children attend Taft, even if they live near other elementary schools. Williamson showed that kids' economic disadvantages do not need to hamper learning. How did she change the culture of the school? She restored order and discipline, including how teachers dressed for class and how kids behaved on the playground. She scrounged for additional dollars to get better training for her teachers and aides and more educational opportunities for kids, and she relied on data from testing to drive class instruction. Last year, it was recognized by the Department as a *No Child Left Behind* Blue Ribbon School." (Blue Ribbon School application)
- "Boise County, just north of the city of Boise, is divided into three tiny school districts separated by mountains: Garden Valley, Horseshoe Bend, and Idaho City. All three were failing miserably in 1999. Eighty percent of their third graders performed below grade level, twice the Idaho average. Then, using federal dollars, the districts offered a half-day of free preschool education to all four-year-olds and most three-year-olds. About the same time, Albertsons funded a Parents as Teachers program. The result was a complete reversal. By 2003, more than 80 percent of the county's third-graders scored at or above grade level." (*Idaho Falls Post Register*, 4/11/04)
- "The Idaho State Board of Education unanimously approved standards for students who are Limited English Proficient. 'It's important for us to have a uniform set of goals,' Board Chairman Rod Lewis said. 'It indicates that we're making good progress in trying to reach our goals of improving the academic achievement of all our students.' For years Idaho students learning English have been lagging behind their mainstream counterparts in school achievement. The adopted standards set expectations for schools and teachers for improving the learning of their LEP students. Idaho Schools Superintendent Marilyn Howard said setting standards would help schools refine their efforts to reach out to students who are struggling with English. 'It provides a way to make sure we're focusing on LEP students,' she said." (*Idaho Statesman*, 6/19/04)



# NCLB Making a Difference in Illinois



- President Bush's 2005 budget proposal increases federal education funding for Illinois to more than \$5.2 billion – 65% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$582.5 million – \$215.7 million over 2001 levels – to help Illinois' neediest children.
- Illinois has received \$106.5 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$41 million for Illinois. In total, over six years, Illinois is set to receive approximately \$215 million in Reading First funds.
- "Contrary to some predictions, moving low-scoring kids to better-performing schools didn't seem to slow the progress of students in those higher-achieving schools. Even kids 'left behind' in struggling schools generally posted better gains in state tests once their peers transferred elsewhere. 'It's a win-win. I couldn't have asked for better results,' said Arne Duncan, Chicago Schools CEO." (*Chicago Sun-Times*, 4/23/04)
- "One hundred schools in Illinois improved test scores by 7.5 percent between 2002 and 2003 and by 15 percent between 2001 and 2003. Every school also maintained the required progress toward the federal goal of every student scoring at or above grade level by 2013." (*Quad City Times*, 6/4/04)
- "Educators celebrated numbers that suggest their hard-fought efforts to improve performance among their most vulnerable students are finally starting to pay off – especially among Latino grade-school students, most of whom are now passing reading and math tests. State schools Superintendent Robert Schiller said the results are a direct result of the federal reform, which forced schools to be accountable for the achievement of specific groups of students – black, Latino, special-education, low-income and those with limited English skills. These changes may have paid off for the state's youngest Latino children, who improved over four years in every grade and in every subject on the ISATs. For Latino 5<sup>th</sup> graders, the percentage passing math tests jumped a whopping 26 percentage points – from 41 to 67 percent meeting or exceeding standards." (*Chicago Tribune*, 7/30/04)
- "State test scores rose in 74 percent of Chicago's public schools this year, a boost fueled by double-digit increases in the percentage of 3<sup>rd</sup> and 5<sup>th</sup> graders passing math and writing, Chicago officials proudly announced. For the first time in the six years the Illinois Standards Achievement Test has been administered, most 3<sup>rd</sup> and 5<sup>th</sup> graders in Chicago met state standards in math. Reading scores in the elementary grades are lagging but still increased." (*Chicago Tribune*, 8/5/04)



# NCLB Making a Difference in Indiana

- President Bush's 2005 budget proposal increases federal education funding for Indiana to more than \$2.3 billion – 50% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$171.6 million – \$39.4 million over 2001 levels – to help Indiana's neediest children.
- Indiana has received \$39.8 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$15.3 million for Indiana. In total, over six years, Indiana is set to receive approximately \$84.4 million in Reading First funds.
- "Of the 95 schools in 15 Southern Indiana school districts, 78 of them, or 82 percent, were deemed to have achieved adequate progress. Statewide, more than 75 percent of 1,828 schools met the standard." (*Louisville Courier-Journal*, 4/23/04)
- "Indiana is getting \$7.5 million in federal funds to help develop more charter schools and increase public education options for Hoosier families. The state will receive the money over three years. The competitive grant is a part of the federal *No Child Left Behind Act's* Charter Schools program, which supports states' efforts to plan, design, operate, and distribute information about charter schools." (*Indianapolis Star*, 6/30/04)
- "The first comprehensive report on the federal *No Child Left Behind Act* (by the non-profit organization, Education Commission of the States) shows Indiana among many states making substantial progress in meeting its requirements. 'We're in wonderful shape,' said State Superintendent of Public Instruction Suellen K. Reed. Of the 40 key requirements in *No Child Left Behind*, the commission found Indiana met all but nine of them. State officials say progress is being made in those areas, too. The commission's report found that Indiana, along with 32 other states, met the requirements last year for reaching performance goals that would lead to all students passing [state tests in math and language arts] by 2014." (*Indianapolis Star*, 7/15/04)
- "Forty percent more Indiana public school systems made 'adequate yearly progress' last year under the federal *No Child Left Behind* act compared with 2002. Arabell Strylander, director of assessment for New Albany-Floyd County, said that because of the requirements of *No Child Left Behind*, the district is finding ways to work with students who need assistance in the hope of increasing their passing percentages. 'It's helping us meet the needs of all kids,' she said." (*Louisville Courier-Journal*, 7/30/04)

# NCLB Making a Difference in Kansas



- President Bush's 2005 budget proposal increases federal education funding for Kansas to more than \$1.1 billion – 51% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$82.6 million – \$19.7 million over 2001 levels – to help Kansas' neediest children.
- Kansas has received \$20.1 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$6.8 million for Kansas. In total, over six years, Kansas is set to receive approximately \$41.4 million in Reading First funds.
- "The U.S. Department of Education formally announced that the Kansas City School District was one of 11 sites across the country selected to participate in the *No Child Left Behind* Summer Reading Achievers Program. Reading Achievers is designed to encourage students in kindergarten through 8<sup>th</sup> grade to read during the summer. Participants are asked to read at least 10 books and write a short summary during the 10-week summer break. Those who do so are rewarded with a backpack or a gym bag full of free gifts." (*Kansas City Star*, 4/27/04)
- "Two years ago, Baldwin Elementary School, along with Marion Springs Elementary School, had test scores that did not meet state standards. But the schools have turned their assessment scores around. BES has now achieved a Standard of Excellence two years in a row. In fact, no student scored in the unsatisfactory category for the second straight year. 'I think state assessments allow us to really get a glimpse of what the students know and are able to do. It identifies which students aren't scoring the way we like them to,' Curriculum Director Connie Wehmeys said. 'And help teachers become better teachers by gauging what needs to be taught.'" (*Baldwin City Signal*, 5/27/04)
- "Nearly 40 percent of students who took the Kansas State Assessments this year scored at the proficient level or above, nearly twice as many as in 2001. Just over 50 percent of students who took the reading test scored at the proficient level or above, a gain of about 20 percent from three years ago." (*Kansas City Kansan*, 6/24/04)
- "Student achievement improved in Kansas schools last year, Andy Tompkins, State Superintendent of Schools, told members of the Kansas Board of Education on Tuesday. 'We made progress this year,' Tompkins said. Based on preliminary information provided to the board, six school districts and 15 Title 1 schools will be on improvement in 2004, compared to seven districts and 30 Title 1 schools last year. South Park Elementary School in Merriam was on improvement for five years but made adequate yearly progress in 2002-03 and 2003-04. 'We're celebrating,' South Park Principal Karen Metz said Wednesday. 'We were locked into a commitment between written curriculum, taught curriculum and tested curriculum. We know we have to be teaching what we're supposed to be teaching and making sure that's what we're assessing.'" (*Johnson County Sun*, 8/11/04)



# NCLB Making a Difference in Kentucky

- President Bush's 2005 budget proposal increases federal education funding for Kentucky to more than \$1.4 billion – 47% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$178.6 million – \$44.5 million over 2001 levels – to help Kentucky's neediest children.
- Kentucky has received \$43.5 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$16.1 million for Kentucky. In total, over six years, Kentucky is set to receive approximately \$89.2 million in Reading First funds.
- "More than three-quarters of Jefferson County public schools raised their test scores between 2001 and 2003, Superintendent Stephen Daeschner reported. Between 2001 and 2003, 89 percent of Jefferson County elementary schools improved their school-accountability index – a measure of test scores, attendance, and other factors – compared with 75 percent of middle schools and 76 percent of high schools." (*Louisville Courier-Journal*, 5/25/04)
- "Nearly 95 percent of Kentucky's public school classes last year were led by teachers considered 'highly qualified' under the new federal standards, according to the state's first official count." (*Louisville Courier-Journal*, 6/8/04)
- "According to a recent report by the Education Commission of the States, Kentucky and four other states – Connecticut, New York, Oklahoma and Pennsylvania – met or were on track to meeting all 40 *No Child Left Behind* requirements." (*Associated Press*, 7/14/04)
- "More than three-quarters of Kentucky's public schools met reading and math goals required under the federal *No Child Left Behind* law, based on preliminary results released by the state department of education. That's an improvement over last year, when just slightly more than 60 percent of schools met their goals." (*Louisville Courier Journal*, 8/3/04)
- "Northern Kentucky schools significantly improved their showings in the latest federal accountability reports, with only 25 out of 118 in a 12-county region missing at least one goal. Ninety-three Northern Kentucky schools, or nearly 80 percent, met all their goals in reading, math and other academic markers, based on the preliminary data." (*The Kentucky Post*, 8/4/04)



# NCLB Making a Difference in Louisiana

- President Bush's 2005 budget proposal increases federal education funding for Louisiana to more than \$1.9 billion – 45% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$289.5 million – \$92.8 million over 2001 levels – to help Louisiana's neediest children.
- Louisiana has received \$68.8 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$26.4 million for Louisiana. In total, over six years, Louisiana is set to receive approximately \$124.7 million in Reading First funds.
- "Scores for Black, poor and special education students in the 2002-03 year improved at most St. Tammany Parish schools, according to data released recently from the Louisiana Department of Education's accountability process. 'We were pleased overall,' said Assistant Superintendent for Curriculum and Instruction Margo Guillot. Guillot said the system intensified its efforts with special education students three years ago as the Louisiana accountability process began. They have instituted several programs that have made a tremendous difference in pulling up special education scores, she said." (*New Orleans Times Picayune*, 1/14/04)
- "Among seven New Orleans area parishes, bottom-scoring Orleans, Jefferson and St. John the Baptist posted improvements in every grade over 2003. 'When almost all the scores are going in the same direction, it gives you pretty good confidence,' said Scott Norton, Director of Standards and Assessment for the state Education Department. 'The scores were positive. We're going in the right direction.'" (*New Orleans Times Picayune*, 5/14/04)
- "The *No Child Left Behind* Reading First program will be funding six schools for six years in Concordia Parish. The Reading First grant has a goal to have all students reading on or above grade level by third grade. Reading coaches will be in the district's schools to observe and support teachers, as well as and give model lessons. 'You are going to see drastic results,' said teacher Michelle Colwart." (*Natchez Democrat*, 6/3/04)



# NCLB Making a Difference in Massachusetts



- President Bush's 2005 budget proposal increases federal education funding for Massachusetts to more than \$2.7 billion – 43% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$231.4 million – \$45.6 million over 2001 levels – to help Massachusetts' neediest children.
- Massachusetts has received \$47.6 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$15.3 million for Massachusetts. In total, over six years, Massachusetts is set to receive approximately \$100 million in Reading First funds.
- "More Bay State high-schoolers than ever plan to attend a four-year college. Fifty-six percent of graduates from the Class of 2003 said they are headed to a four-year school." (*Boston Herald*, 5/27/04)
- "Thousands of Springfield Public School students will benefit from a summer reading program under the *No Child Left Behind Act*," announced U.S. Secretary of Education Rod Paige. The program is designed to encourage students in grades K-8 to read during the summer months and help prevent fall-off in reading skills during the vacation. Students who read 10 books over the summer will receive a variety of prizes, including free books and a Summer Reading Achievers certificate. Springfield Superintendent Joseph Burke said, "With the help of programs like Summer Reading Achievers, we are building a culture of achievement in every school and classroom in Springfield." (U.S. Department of Education Press Release, 4/13/04)
- "About 96 percent of this year's high school seniors passed the Massachusetts Comprehensive Assessment System (MCAS) test required for graduation. Also, blacks and Latinos, who on average have traditionally scored lower on MCAS, are catching up to their white and Asian peers after five tests. For example, 88 percent of black seniors and 85 percent of Latinos passed, compared with 98 percent of white students and 95 percent of Asian students. In the first round of testing more than two years ago, just 35 percent of Latinos and 39 percent of blacks passed, while 79 percent of whites and 75 percent of Asians did." (*Boston Globe*, 6/8/04)



# NCLB Making a Difference in Maryland

- President Bush's 2005 budget proposal increases federal education funding for Maryland to more than \$1.6 billion – 46% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$180.7 million – \$53.3 million over 2001 levels – to help Maryland's neediest children.
- Maryland has received \$33.6 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$12.4 million for Maryland. In total, over six years, Maryland is set to receive approximately \$65.8 million in Reading First funds.
- "Montgomery County Superintendent Jerry D. Weast noted that among third-graders in the 15 elementary schools with the highest levels of poverty in the county and large minority populations, the percentage of students who passed the reading and math tests improved at a rate double the county's overall. Weast has implemented several reforms at those schools, including smaller class sizes and teacher training. 'I'm tickled,' Weast said. 'That's gap-closing. We now know we have a system that will work.'" (*Washington Post*, 6/17/04)
- "Last year, 525 schools across the state failed to make adequate progress and officials worried that the majority would lag behind again this year, making them eligible for the label 'in need of improvement.' 'That didn't happen,' said State Schools Superintendent Nancy S. Grasmick. 'Last year amounted to a wake-up call. Most of these schools looked seriously at their programs and made substantial improvement.'" (*Baltimore Sun*, 6/30/04)
- "Under the federal *No Child Left Behind* standards, all students in the country must score proficient or advanced on their state's test by the 2013-2014 school year -- a challenge that the 22 third-graders at Norrisville Elementary School in White Hall already have accomplished in reading. Each Norrisville child scored proficient or better on last spring's Maryland State Assessment's reading section. In math, 81.8 percent of the third-graders scored at the proficient or advanced level. Eighty-eight percent of the school's fifth-graders scored proficient or better in math, and 94 percent scored proficient or better in reading." (*Baltimore Sun*, 8/22/04)



# NCLB Making a Difference in Maine

- President Bush's 2005 budget proposal increases federal education funding for Maine to more than \$455.3 million – 39% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$46.9 million – \$13.6 million over 2001 levels – to help Maine's neediest children.
- Maine has received \$8.9 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$3.1 million for Maine. In total, over six years, Maine is set to receive approximately \$19.9 million in Reading First funds.
- “A total of \$3.2 million was given to the state for Title IID, also known as Enhancing Education Through Technology, according to Robert McIntire, Instructional Technology Specialist with the State Department of Education. The *No Child Left Behind* Enhancing Education Through Technology State Grants Program (Ed-Tech) aims to improve student academic achievement through the use of technology in schools. It is also designed to help close the achievement gap by ensuring that every student is technologically literate by the end of eighth grade, and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods. These grants will provide students and teachers with increased access to technology as well as training to conduct research and develop problem-solving skills.” (*Kennebec Morning Sentinel*, 4/15/04)
- “Students' math scores improved at all three grade levels tested on the Maine Educational Assessments for the 2003-04 school year. Education Commissioner Susan Gendron said she was encouraged by the upward movement in math scores in the past three years.” (*Kennebeck Morning Sentinel*, 8/7/04)



# NCLB Making a Difference in Michigan

- President Bush's 2005 budget proposal increases federal education funding for Michigan to more than \$3.6 billion – 47% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$431.8 million – \$73.2 million over 2001 levels – to help Michigan's neediest children.
- Michigan has received \$83.7 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$29.9 million for Michigan. In total, over six years, Michigan is set to receive approximately \$186.5 million in Reading First funds.
- "The gap between achievement levels of white and non-white students is shrinking statewide – in some cases, dramatically. The numbers show that the push to get all children reading is paying off in Grand Rapids. While the district still has a long way to go, the gaps between whites and blacks, and whites and Hispanics narrowed by 15 percent on the fourth-grade reading test." (*Grand Rapids Press*, 5/20/04)
- "Most elementary and high school students with cognitive disabilities who took an alternate assessment test this year met or passed performance standards, the state education department said Friday. The MI-Access test for developmentally disabled students is similar to the Michigan Educational Assessment Program test. Between 76 percent and 86 percent of fourth, seventh, and 11th graders with mild cognitive disabilities met or exceeded the standard for the English section of the MI-Access test, the state Department of Education said. On the math assessment, between 54 percent and 68 percent of those students in fourth, eighth and 11th grades met or exceeded the performance standard. 'Previously, we have had large gaps in assessment information about students with disabilities because tests like the MEAP test are unsuitable for them,' said Jeremy Hughes, the state's chief academic officer and deputy superintendent." (*mLive.com*, 7/7/04)
- "About 80 percent of Michigan's public elementary and middle schools made adequate yearly progress toward complying with a federal law designed to improve reading, writing and math skills, according to state education officials. That's up from about 76 percent last year. 'These are real indications that our schools are headed in the right direction,' state superintendent Tom Watkins said in a statement." (*Associated Press*, 8/5/04)
- "For anyone discouraged by recent years' troubles in Michigan's public schools, the state's latest report cards come as a welcome tonic. They show a sharp improvement in schools and students meeting federal progress standards for reading and math. The record is a credit to educators at state and local levels, and a confirmation that Lansing and Washington authorities are on the right track in pushing for better progress from schools and more options for parents when schools fall short. Among highlights: 710 Michigan elementary and middle schools received A's on state report cards, up from 291 last year; 1,168 schools got B's, up from 818; the share of Michigan schools making 'adequate yearly progress' under the federal *No Child Left Behind Act* rose from 76 to 80 percent; 121 schools that last year were on the federal watch or high-priority sanctions lists moved up to adequate yearly progress for 2004." (*Grand Rapids Press*, 8/19/04)



# NCLB Making a Difference in Minnesota

- President Bush's 2005 budget proposal increases federal education funding for Minnesota to more than \$2 billion – 60% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$102.4 million – \$4.6 million over 2001 levels – to help Minnesota's neediest children.
- Minnesota has received \$27.8 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$9 million for Minnesota. In total, over six years, Minnesota is set to receive approximately \$59.1 million in Reading First funds.
- Representative Barbara Sykora, chair of the Minnesota House Education Policy Committee noted, "*No Child Left Behind* provides hope for minority students throughout our state. It shows that we – as legislators, educators and parents – will take the steps necessary to ensure that all children get the level of education necessary to achieve the American dream." (*Minneapolis Star Tribune* opinion piece, 5/2/04)
- "Students in St. Paul public schools made gains across the board on a nationally standardized test this year, with larger percentages performing in the 'average' or 'above-average' range in reading and math. Despite the gains, the achievement gap is evident in many subject areas. The district is using a number of strategies to try to close the gap, Superintendent Pat Harvey said, including Chosen to Achieve. That program matched 140 African-American students with mentors, and there's a plan to bring the program to all of the district's middle schools next year." (*St. Paul Pioneer Press*, 6/23/04)
- "July 19 was the first day leaders at Minnesota's 1,835 public schools could access a password-protected Department of Education web site to learn if they have met or fallen short of performance goals dictated by the federal *No Child Left Behind Act*. 'Every indication is we're going to be OK,' said Sun Path Elementary School principal Libby Bergen. Sun Path, which serves fifth- and sixth-graders in a booming Twin Cities suburb, was one of 143 schools deemed underachieving last year because of below-average math test scores by its students with limited English skills. Bergen attributed the turn-around to a few factors. The school implemented a more focused math curriculum that stressed core concepts and basic facts. It also adopted a new computerized testing regimen that gave teachers a better grasp of where their students stood earlier in the year and what they needed help on. In addition, Sun Path instituted new after-school programs for students who were struggling." (*Associated Press*, 7/19/04)





# NCLB Making a Difference in Missouri

- President Bush's 2005 budget proposal increases federal education funding for Missouri to more than \$2.4 billion – 49% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$192.2 million – \$47.9 million over 2001 levels – to help Missouri's neediest children.
- Missouri has received \$49.4 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$17.6 million for Missouri. In total, over six years, Missouri is set to receive approximately \$108 million in Reading First funds.
- "A nearly \$1 million, three-year grant for a U.S. history education program for area teachers was announced earlier this month at Wilson's Creek Battlefield. Through the program, history teachers can earn a master's degree in the subject – over the period of the grant. Four school districts are involved in the grant: Nixa, Ozark, Republic, and Springfield. The program has already been proven. Three years ago, Springfield received a nearly \$800,000 grant, and nearly half the Springfield history faculty signed up for the program; testing of the teachers showed a rise in proficiency scores from a 53rd percentile average to a 75th percentile average." (*Springfield News-Leader*, 7/6/04)
- "The Joel E. Barber C-5 School District not only achieved its adequate yearly progress on statewide tests in reading and math, but it achieved scores that would make it successful for the 2010 goal. Superintendent Jason Buckner said the district's hours of preparation paid off for the Missouri Assessment Program test taken last spring. 'These numbers tell me that our strategies we have put on student achievement are paying off, paying off big,' Buckner said. 'This year's effort was about addressing our weaknesses and getting people on board,' Buckner said." (*Lebanon Daily Herald*, 8/23/04)
- "Jefferson Elementary students made significant improvements on the 2004 Missouri Assessment Program tests, surpassing new achievement standards set by the federal government under the *No Child Left Behind Act of 2001* and making the largest improvement among Cape Girardeau's five elementary schools on the MAP social studies test and the second largest improvement on the math and science tests. School officials cited a variety of reasons for the improvement, including professional development and collaboration among teachers, new test-taking strategies, parental involvement and changes to curriculum." (*Southeast Missourian*, 9/10/04)



# NCLB Making a Difference in Mississippi

- President Bush's 2005 budget proposal increases federal education funding for Mississippi to more than \$1.2 billion – 44% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$168.5 million – \$40.4 million over 2001 levels – to help Mississippi's neediest children.
- Mississippi has received \$42.7 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$17 million for Mississippi. In total, over six years, Mississippi is set to receive approximately \$72.6 million in Reading First funds.
- "Students in Hattiesburg's six elementary schools and N.R. Burger Middle School will see new computer labs at each of their schools when they return to school in August. The labs – which will feature 30 new computers at each site – will cost the district approximately \$400,000 and will be paid with federal funds, said Hattiesburg Superintendent James Davis. The money to pay for the computers will be appropriated through Title I funds, Davis said. Each year, the district gets about \$2 million in federal Title I funds." (*Hattiesburg American*, 6/17/04)
- "The latest set of numbers suggests overall student performance in the state continues to progress,' state Superintendent of Education Henry Johnson told a Board of Education meeting. The state-level results came from tests students took in spring 2004. The results are what the state will use in September to judge schools on the state accountability systems and the federal *No Child Left Behind Act*. Almost every category of the test showed at least a modest increase or remained flat. The percentages of eighth-graders who are proficient in math jumped from 48 percent in spring 2003 to 60 percent in 2004 while 54 percent of seventh-graders were proficient in math in spring 2004 compared to 53 percent in spring 2003." (*Associated Press*, 7/16/04)
- "Mississippi is climbing the ladder of educational success. The state has shown unusually strong progress, especially in mathematics, Kati Haycock (director of The Education Trust of Washington, DC) told a group of about 100 educators. In Mississippi, the accountability system shows improvement in most areas. It's because students are challenged more, said Dr. Henry Johnson, superintendent of the Mississippi Department of Education." (*Mississippi Press*, 7/22/04)
- "Most Mississippi students in grades 2-8 are performing at or above proficiency levels in reading, language and mathematics, according to results released by the state Department of Education. Students across the state showed improvement in nearly every category in the Mississippi Curriculum Test and Subject Area Testing Program results for 2003-2004. The statewide accountability system provides the foundation for federal accountability under *No Child Left Behind*." (*Mississippi Press*, 8/19/04)



# NCLB Making a Difference in Montana

- President Bush's 2005 budget proposal increases federal education funding for Montana to more than \$419.9 million – 41% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$43.5 million – \$14.5 million over 2001 levels – to help Montana's neediest children.
- Montana has received \$9.5 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$3.4 million for Montana. In total, over six years, Montana is set to receive approximately \$20.2 million in Reading First funds.
- "In March, the '*No Child Left Behind* Rural Conference' brought 100 education officials from the region to talk to federal officials about the law's effects on rural schools. Lodge Grass, with 179 students in grades nine through 12, already uses distance learning technology, Small said. They transmit an equine class and a junior ROTC class to Hardin High, which reciprocates with a Spanish class." (*Billings Gazette*, 3/13/04)
- "Education officials announced plans to launch a mentoring program pairing high-performing schools with those struggling to meet federal requirements. The \$600,000 proposal, to be funded by grants, is being proposed under Montana's State Action for Educational Leadership Project, a Wallace Foundation effort started in 2000 to help educators better teach students. Governor Judy Martz praised the mentoring program as a way to bring the state in line with federal *No Child Left Behind Act* requirements." (*Associated Press*, 6/17/04)
- "Great Falls public school educators are tickled with what Superintendent Bryan Dun calls 'dramatic' improvement district wide this spring on the standardized Iowa Test of Basic Skills. The overall figures improved in all 15 elementaries, three middle schools and three high schools. 'The whole district really focused on finding ways to help kids improve at whatever level they were at, but especially those who were below proficiency,' said Howard Corey, principal at Chief Joseph Elementary." (*Great Falls Tribune*, 6/27/04)
- "About three of every four Montana students scored at or above their grade levels on a standardized test this year, and average scores were as good as or better than those turned in by two-thirds of the students taking the test nationally, a report from the state Office of Public Instruction shows. Just over 34,000 students in fourth, eighth, and 11<sup>th</sup> grades took the Iowa Test of Basic Skills last spring. That represents 98 percent of the students enrolled in those grades. Overall, 80 percent of fourth graders, 73 percent of eighth-graders and 76 percent of 11<sup>th</sup>-graders scored at or beyond their grade levels." (*Associated Press*, 8/31/04)

# NCLB Making a Difference in North Carolina



- President Bush's 2005 budget proposal increases federal education funding for North Carolina to more than \$2.5 billion – 54% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$290.9 million – \$114 million over 2001 levels – to help North Carolina's neediest children.
- North Carolina has received \$73.2 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$28.5 million for North Carolina. In total, over six years, North Carolina is set to receive approximately \$153.9 million in Reading First funds.
- "Durham Public Schools officials announced that preliminary end-of-grade test results show Durham students are performing better than ever and the most academically troubled elementary schools are making record gains. The system had the highest percentage of students ever passing the end-of-grade math and reading tests this year. School officials said the testing gains demonstrate a system closing a once-persistent racial achievement gap and successfully absorbing an influx of Hispanic elementary school students, many who speak primarily Spanish. Systemwide, 81.6 percent of third- to eighth-graders passed the tests compared to 61.1 percent in 1997, when the state began the testing program." (*Durham Herald Sun*, 6/4/04)
- "Guilford County Schools has made significant progress in narrowing the so-called 'achievement gap' between white and minority students, according to preliminary state test results from the 2003-04 school year. Black, Hispanic and white students all are doing better than they were five years ago in every subject and at all grade levels. Superintendent Terry Grier said the biggest key to closing the gap has been the district's ability to keep and recruit good teachers." (*Greensboro News & Record*, 6/17/04)
- "Schools in Asheville and Buncombe County are making strides in meeting tough new federal education standards, according to preliminary test results. Seventy-eight percent of 41 schools in the Buncombe district were deemed to have made 'adequate yearly progress' in 2003-04 under the *No Child Left Behind Act*. That's up from 55 percent of schools the previous year." (*Asheville Citizen-Times*, 7/20/04)
- "Union County schools made a strong showing under federal *No Child Left Behind* standards this year. Only 5 of Union County's 31 schools tested did not make adequate yearly progress this year. Last year, 18 of the county's schools did not make AYP. Significant increases in pass rates were a trend. Statewide, about 70 percent of North Carolina's public schools met the standards this year, compared with 47 percent in 2003." (*Charlotte Observer*, 7/22/04)



# NCLB Making a Difference in North Dakota

- President Bush's 2005 budget proposal increases federal education funding for North Dakota to more than \$367.7 million – 42% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$33.1 million – \$11.4 million over 2001 levels – to help North Dakota's neediest children.
- North Dakota has received \$6.9 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$2.7 million for North Dakota. In total, over six years, North Dakota is set to receive approximately \$14.1 million in Reading First funds.
- "We've got some achievement gaps to close, and that's what the *No Child Left Behind* law is all about," said State Superintendent Wayne Sanstead. (*Associated Press*, 6/1/04)
- "North Dakota Department of Public Instruction officials are working with the Bureau of Indian Affairs (BIA) to develop a plan to allow BIA schools to use state resources in measuring student achievement. Under the proposed plan, North Dakota BIA schools would use the state's assessment and standards. DPI would score the tests, while providing attendance and graduation rate information. Then the BIA would apply their guidelines to determine if schools made yearly gains and issue reports to the schools. BIA schools are treated like a separate state – although they are sprawled across 23 states – and are required to create their own plan." (*Bismarck Tribune*, 6/10/04)
- "Fargo Public Schools has received a three-year \$861,000 grant from the U.S. Department of Education. The 'Teaching American History' grant is to provide training for teachers to present American history in exciting and engaging ways." (*The In-forum*, 7/11/04)
- "Rural school districts are using a flexible grant program for technology purchases, U.S. Representative Earl Pomeroy says. Schools are using the money for technology and to train and recruit teachers. Other uses included providing services to disadvantaged children, funding anti-drug programs or offering language instruction for Limited-English-Proficient students." (*Associated Press*, 7/11/04)
- "North Dakota schools made progress in the latest round of testing required by the federal *No Child Left Behind* law, state officials say. Results were released from spring tests taken by students in grades four, eight, and 12. 'Of the state's 486 schools, 407 of them have met that progress goal, so I think that says a lot, even over last year,' said Gary Gronberg, an assistant superintendent with the state Department of Public Instruction." (*The Forum*, 8/20/04)





# NCLB Making a Difference in Nebraska

- President Bush's 2005 budget proposal increases federal education funding for Nebraska to more than \$738.7 million – 48% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$50.8 million – \$17 million over 2001 levels – to help Nebraska's neediest children.
- Nebraska has received \$10.9 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$4.2 million for Nebraska. In total, over six years, Nebraska is set to receive approximately \$23.8 million in Reading First funds.
- "Nebraska's fourth- and eighth-grade students scored above the national average in math and reading on the 'Nation's Report Card' for 2003. In reading, 66 percent of Nebraska's fourth-graders reached at least a basic level. Among eighth-graders, 77 percent performed at basic or better, compared to 72 percent nationally." (*Omaha Channel*, 11/13/03)
- "McCook Public Schools board of education accepted a \$420,000+ reading grant. McCook's Reading First grant, awarded by the U.S. Department of Education, will fund \$220,000 in its first year and \$200,000 in its second year. The purpose of the Reading First grant is for all Nebraska students to score at the proficient level on state reading standards by the end of third grade. Elementary principal Kathy Latta said the grant will benefit all young readers, yet its main focus is to 'catch up' students who are, or are at risk of, falling through the cracks. The first-year grant will pay for a new K-3 reading series, hiring a reading coach, summer training for teachers and attendance by Latta and the reading coach at a national training conference. Board member Jack Clark was impressed with the grant. 'Kids who can read can do anything and go anywhere,' said Clark." (*McCook Daily Gazette*, 4/22/04)
- "The Grand Island Public Schools is one of five Nebraska school districts that formally received a 21<sup>st</sup> Century Community Learning Center grant in June. 'The goal of the federal program is to enhance student achievement and help students meet state standards in reading, mathematics, science and social studies/history,' Nebraska Education Commissioner Doug Christensen said. The centers will offer a variety of services, including remedial education, academic enrichment, tutoring, mentoring, programs for students learning English for the first time as well as programs addressing technology, parental involvement, family literacy, drug and violence prevention and counseling." (*Grand Island Independent*, 6/11/04)
- "Nearly 7 in 10 students in the Grand Island school district demonstrated proficiency on district assessments of student achievement in reading, writing, speaking and mathematics." (*Grand Island Independent*, 8/13/04)



# NCLB Making a Difference in New Hampshire

- President Bush's 2005 budget proposal increases federal education funding for New Hampshire to more than \$477.1 million – 46% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$31.7 million – \$9.7 million over 2001 levels – to help New Hampshire's neediest children.
- New Hampshire has received \$6.9 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$2.7 million for New Hampshire. In total, over six years, New Hampshire is set to receive approximately \$14.4 million in Reading First funds.
- "Officials from the city and the U.S. Department of Education announced Portsmouth's selection as one of the 11 national sites to pilot the Summer Reading Achievers program, which encourages summer reading by donating age-appropriate books to elementary and middle-school students. 'Literacy for all children is a primary goal of our school system and we feel this initiative will enhance the quality programming that is offered to all of our students,' said Portsmouth School Superintendent Lyonel Tracy. Students who complete 10 books during their summer vacation will be eligible to win prizes." (*Portsmouth Herald*, 4/16/04)
- "The *No Child Left Behind Act* will 'complement and provoke' education policy in New Hampshire, not replace it, according to New Hampshire Department of Education Commissioner Nicholas Donohue. The commissioner believes that *No Child Left Behind* is a positive step toward providing excellence in education. 'This is about the kids who were falling through the cracks before,' he said, and asserted that education funding from the federal government had increased since *No Child Left Behind* went into effect." (*Conway Daily Sun*, 6/8/04)
- "Statewide assessment tests given to third-, sixth-, and 10<sup>th</sup>-graders showed a three-year trend of improvement. Tenth-graders showed a 10 percent jump in reading scores, as 78 percent of students scored at a 'basic' or better level, and a third straight year of improvement in math scores. 'We're moving the curve over together and making a difference for both our lower performing students and our higher performing students,' Education Commissioner Nicholas Donahue said." (*Manchester Union Leader*, 8/13/04)
- "Schools now analyze their test scores to determine what worked and what didn't. It's not just students who get report cards these days – schools do, too. Concord has taken an aggressive approach to improving its scores, and the efforts appeared to have paid off this year. Last year, Concord High School, Rundlett Middle School and Broken Ground Elementary School (and, therefore, its two sending primary schools Eastman and Dame) all failed to make adequate progress. But this year, not a single one of those schools made the watch list." (*Concord Monitor*, 8/16/04)



# NCLB Making a Difference in New Jersey

- President Bush's 2005 budget proposal increases federal education funding for New Jersey to more than \$2.1 billion – 36% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$272.8 million – \$57.8 million over 2001 levels – to help New Jersey's neediest children.
- New Jersey has received \$55.3 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$19.4 million for New Jersey. In total, over six years, New Jersey is set to receive approximately \$120.4 million in Reading First funds.
- "Reviewing test data, Superintendent of Pittsgrove Township School District Loren Thomas found economically disadvantaged students were not scoring as well as their peers. Due to new reporting guidelines under the *No Child Left Behind* law, districts can better tell which students need help. Thomas reached out to the community to see what could be done. The fruit of those discussions led to an after-school program; similar such programs were started in the district's other schools. Officials located it where children like fourth-grader Sherman Birkett can walk to from their home." (*Today's Sunbeam*, 4/13/04)
- "For the first time, a majority of Newark fourth-graders were found to be proficient in both language arts and math, local officials said. Scores were up on every test, they said, and were strongest in the elementary schools, where 62 percent passed in language arts and 54 percent in math. Among general education students, the numbers were even better." (*Newark Star-Ledger*, 6/22/04)
- "More than 90 percent of New Jersey's teachers are 'highly qualified' to teach their respective subjects, according to federal standards set forth under the *No Child Left Behind Act*. In New Jersey, 96 percent of elementary school teachers meet the federal qualification. In middle and high schools, the percentage of highly qualified teachers is about 90 percent. 'These are great results, by and large,' said Steve Wollmer, spokesman for the New Jersey Education Association. 'The bar was already set at a pretty high level here in New Jersey, and this ratifies that.'" (*Newark Star-Ledger*, 6/23/04)



# NCLB Making a Difference in New Mexico

- President Bush's 2005 budget proposal increases federal education funding for New Mexico to more than \$777.6 million – 47% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$124.1 million – \$53.8 million over 2001 levels – to help New Mexico's neediest children.
- New Mexico has received \$29.6 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$11.5 million for New Mexico. In total, over six years, New Mexico is set to receive approximately \$55 million in Reading First funds.
- "Albuquerque Public Schools and the U.S. Department of Education kicked off on April 23 the *No Child Left Behind* Summer Reading Program. The program encourages students in kindergarten through eighth-grade to read 10 age-appropriate books during the summer to avoid losing reading skills. Albuquerque was one of 11 sites selected to participate in the program, which is in its second year." (*Albuquerque Journal*, 4/24/04)
- "The New Mexico Public Education Department awarded a \$237,696 Reading First Grant in what Trina Valdez, director of Federal Programs for Portales schools, said will go to implement a new method to teach children to read in James Elementary, Steiner Elementary and Brown Early Childhood Center. 'It's cutting edge strategies for learning how to read,' Valdez said. 'It will help develop the best reading practices.' The NMPED sent out a press release on May 7 announcing that 44 public schools in 17 school districts will receive \$8.29 million in New Mexico Reading First Awards to improve student achievement in reading through the application of scientifically based research." (*Portales News-Tribune*, 5/11/04)
- "New Mexico will receive a \$5.7 million charter school grant to help create more successful examples of these independent, innovative public schools and share information on how they work." (U.S. Department of Education Press Release, 8/27/03)
- "New Mexico's fourth- and eighth-graders improved their test scores on math and reading tests in the past year, and ethnic groups that have lagged behind, including Hispanics and American Indians, also made gains, narrowing the so-called 'achievement gap.' 'The test results show substantial increases in student performance, across the board,' Secretary of Education Veronica Garcia said. 'I am encouraged by the growth we saw this year.' In several instances, percentage gains made by Hispanics and American Indians were greater than those made by the student population as a whole." (*Santa Fe New Mexican*, 8/20/04)



# NCLB Making a Difference in Nevada

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- President Bush's 2005 budget proposal increases federal education funding for Nevada to more than \$434.7 million – 67% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$72.2 million – \$39 million over 2001 levels – to help Nevada's neediest children.
- Nevada has received \$15.6 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$6.7 million for Nevada. In total, over six years, Nevada is set to receive approximately \$26 million in Reading First funds.
- "The Clark County School District is expected to receive an extra \$9.5 million, a record 24.5 percent increase, in federal dollars for its poorest schools, U.S. Education officials announced. Based on the Education Department's calculations, Clark County's share will increase the district's take to \$48.6 million for 2004. Nevada's overall Title I funding will be more than \$63 million, an increase of 19 percent from 2003. 'This is great step forward in our efforts to improve the education system in Nevada and across the country,' Senator John Ensign said in a prepared statement. 'These grant awards reflect recognition of the unique demands on Nevada's schools because of our state's growth.'" (*Las Vegas Sun*, 3/16/04)
- "Anderson Elementary School, underachieving a few years ago, recently became Washoe County's first poverty-area school to earn high-achievement status under the federal *No Child Left Behind Act*. It shows that students in poor neighborhoods can succeed in school as well as any, Principal Peter Hall said. 'Every Title I school can do this, but you have to be willing to change and not just do what you have done,' said Sue Kay, a second-grade teacher." (*Reno Gazette-Journal*, 7/26/04)



# NCLB Making a Difference in New York



- President Bush's 2005 budget proposal increases federal education funding for New York to more than \$8.8 billion – 47% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$1.4 billion – \$553.4 million over 2001 levels – to help New York's neediest children.
- New York has received \$221.7 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$82.2 million for New York. In total, over six years, New York is set to receive approximately \$460.8 million in Reading First funds.
- "Oswego elementary students will benefit from a substantial Reading First grant that has been awarded to the Oswego City School District. The grant will be used to provide training for teachers, support for low-performing students, help communities with family literacy programs and to assist students for whom English is a second language. Director of Literacy Irene Dewey said, 'I am excited and thrilled this has been provided for Oswego. The Reading First program provides the opportunity for targeted schools to effect systematic change based on scientific research. As a result of implementing this grant, administrators, coaches, classroom teachers and special education teachers will be trained in best practices based on scientific research. Classroom instruction will be intensive, explicit and employ intervention strategies to enable all students to reach proficiency in reading,' Dewey said." (*Oswego Daily News*, 2/17/04)
- "State education officials released a list of 1,012 schools that had made substantial gains on statewide English and math tests, including several New York City schools in poor neighborhoods where a sizable majority of students were scoring above grade level." (*New York Times*, 2/24/04)
- "The Buffalo City School District has received a \$150,000 grant to begin working toward smaller classes in three high schools. The grant comes from the U.S. Department of Education's Smaller Learning Communities Program, which aims to reduce class sizes in schools with more than 1,000 students." (*New York Times*, 6/26/04)



# NCLB Making a Difference in Ohio

- President Bush's 2005 budget proposal increases federal education funding for Ohio to more than \$4.4 billion – 49% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$420.8 million – \$108.7 million over 2001 levels – to help Ohio's neediest children.
- Ohio has received \$89.4 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$32.5 million for Ohio. In total, over six years, Ohio is set to receive approximately \$175.8 million in Reading First funds.
- "Cincinnati fourth- and sixth-graders registered big gains in their math proficiency scores this spring, mirroring a trend seen throughout Ohio. School officials were ecstatic with the results, saying they are the fruit of revamped math programs, more teacher training and special classes for lagging students. Cincinnati Public Schools, the third largest district in the state, saw sixth-grade math scores improve almost 17 percentage points over last year, while fourth-graders increased their pass rate by 10 points." (*Cincinnati Enquirer*, 6/17/04)
- "Ohio school children continued to make gains on statewide academic tests this past school year, boosting ratings of schools across the state. Overall, 94 percent of Ohio districts and 90 percent of schools earned rankings in the top three categories of performance on the state's school report card, based on state results. About 87 percent of the school districts in the state, including Cincinnati Public Schools, and 80 percent of schools made gains over the previous school year. 'We see more students reaching higher levels of achievement on state tests,' said Susan Tave Zelman, Ohio superintendent of public instruction. 'We see more districts and schools moving out of academic emergency and academic watch into continuous improvement, [effective] and excellent designations. And we see more districts and schools meeting adequate yearly progress goals under the federal *No Child Left Behind Act*.' Across the state, 64 percent of districts met their yearly progress goals to comply with federal requirements for improvement." (*Cincinnati Post*, 8/24/04)
- "The 2003-04 school report cards for public schools reveal improvement statewide in 18 categories, based on proficiency test scores and graduation and attendance rates. That held true in Northeast Ohio where 29 out of 97 districts moved up in the rankings. The majority of local districts are rated either excellent or effective, the top two ratings." (*Cleveland Plain Dealer*, 8/25/04)
- "Thirteen local school districts improved their academic performance enough to leap to a higher category on the state's 2003-04 Local Report Cards, released by the Ohio Department of Education. Of those 13 districts, three joined the 'excellent' category, the highest designation . . . bringing the total of excellent schools to 16 in the four-county Southwest Ohio area." (*Cincinnati Enquirer*, 8/25/04)

# NCLB Making a Difference in Oklahoma



- President Bush's 2005 budget proposal increases federal education funding for Oklahoma to more than \$1.4 billion – 49% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$148.3 million – \$44.3 million over 2001 levels – to help Oklahoma's neediest children.
- Oklahoma has received \$39.1 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$14.9 million for Oklahoma. In total, over six years, Oklahoma is set to receive approximately \$82 million in Reading First funds.
- Oklahoma City Public Schools recorded an eight percentage point gain in the number of fifth-grade students scoring satisfactory or advanced in math, a four point gain in science, and a three point gain in reading. Eighth-graders recorded even larger gains. Of significance, Eisenhower Elementary, Westwood Elementary, Western Village Charter School, and Jackson Middle – all on the state's school improvement list for the fourth year and under restructuring as mandated by *No Child Left Behind* – showed gains among the percentage of students scoring satisfactory and above. (Oklahoma City Public Schools, 6/10/04)
- "Tulsa Public Schools showed improvement in ten of 14 categories. Notable improvements at individual schools include Madison, where the percentage of students receiving a score of 700 or more was up 31 points in reading and math – from a mere 24 percent last year to 55 percent this year in math and 40 percent to 71 percent in reading." (Tulsa Public Schools, 6/10/04)
- "Oklahoma is among five states that have partially or fully met dozens of requirements in one of the most ambitious education initiatives in decades, a report shows. 'We're just overjoyed in the fact that we have been on the standard-based reform track for over 10 years now, and that's where *No Child Left Behind* is going,' state schools Superintendent Sandy Garrett said. The report shows Oklahoma is on track to meet 34 of the 40 requirements and is partially on track to meet the remaining six." (*The Oklahoman*, 7/15/04)
- "The federal government will spend almost \$2.5 million in Oklahoma over the next three years training teachers and principals for American Indian schools. The Cross Cultural Education Center will use its grant to provide financial support and training for Indian students majoring in education at Northeastern State University in Tahlequah, said Agnes McGee, a project director. The University of Oklahoma will use its grant to provide fellowships to 30 Indian students to complete a 12-month master's degree program in school administration." (*The Oklahoman*, 7/24/04)
- "Oklahoma students showed gains in all core subject areas on state-mandated tests taken this spring, according to a report released by the state Education Department. State schools superintendent Sandy Garrett called the announcement 'very good news' in an effort to close the gap between minority groups and white students. 'I think our schools are really looking at some of their minorities and closing the gap,' said Jennifer Morris, an assistant state schools superintendent." (*The Oklahoman*, 8/21/04)



# NCLB Making a Difference in Oregon

- President Bush's 2005 budget proposal increases federal education funding for Oregon to more than \$1.4 billion – 51% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$137.1 million – \$58.3 million over 2001 levels – to help Oregon's neediest children.
- Oregon has received \$26.8 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$11.1 million for Oregon. In total, over six years, Oregon is set to receive approximately \$48.4 million in Reading First funds.
- "One out of every eight Oregon schools was rated exceptional this year, the highest proportion to get the top grade since the state first issued report cards five years ago. Statewide, 130 schools were graded exceptional. In addition, the state's high school dropout rate dipped below 4.4 percent – the lowest ever recorded in the state." (*OregonLive.com*, 1/29/04)
- "Primary students at David Hill Elementary School get double the reading instruction this year. A Reading First grant lets kindergarten through third graders spend 90 minutes each school day learning and practicing reading skills. Much of the three-year grant is funding an on-site reading coach, said principal Ann Doyle. 'Having a specialist in reading on campus is a godsend,' Doyle said. The grant allowed the school to purchase materials and it helps train teachers to use them, two pieces Doyle called essential to good teaching. 'It's improved and changed some instruction for kids,' Doyle said. 'It's exciting to see the teachers excited and it's exciting to see the gains that the kids are making.'" (*Hillsboro Argus*, 1/29/04)
- "Oregon schools once fell into three vague categories: the bad schools, the fine schools, and the great schools where most of the wealthier kids seem to go. Asking for specifics about student achievement was like yelling down an empty hallway, hearing your questions echo without learning anything new. Those days are over. Today people know more about their K-12 public schools than they ever have, thanks to the strict reporting requirements of the federal *No Child Left Behind Act*. They can get a detailed snapshot of their local school and learn whether the odds of getting a good education are getting better or worse." (*The Oregonian*, 8/15/04)
- "As an estimated 600,000 Oregon students head to school this week, they have a record number of choices. Some school districts are opening doors for students who want to attend school outside their neighborhood. And the federal *No Child Left Behind* law is forcing some schools . . . to give students priority and a free bus ride to a higher-performing school." (*The Oregonian*, 9/5/04)



# NCLB Making a Difference in Pennsylvania



- President Bush's 2005 budget proposal increases federal education funding for Pennsylvania to more than \$5.3 billion – 41% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$454.5 million – \$99 million over 2001 levels – to help Pennsylvania's neediest children.
- Pennsylvania has received \$89 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$31.8 million for Pennsylvania. In total, over six years, Pennsylvania is set to receive approximately \$184 million in Reading First funds.
- "Schools in Pittsburgh and ten other districts nationwide are going to encourage students in kindergarten through eighth grade to read ten books during the summer and write book reports. Students who complete the *No Child Left Behind* Summer Reading Achievers program will win prizes and certificates. Schools with the highest percentage of participating students will receive special recognition." (*Pittsburgh Tribune-Review*, 4/22/04)
- "The mega-millions in tax dollars being pumped into reforming Philadelphia's schools have led to the second straight year of test-score gains, school officials said. In reading, 40.2 percent of Philadelphia district students – a 2.5 percent increase – performed at or above the national average. In math, 43.1 percent of district students – a 4.3 percent increase – met or exceeded the national average." (*Philadelphia Daily News*, 6/10/04)
- "Eighty-five percent of schools in the midstate received passing scores on a state report card. Statewide, the same percentage of schools last year met their performance goals, dubbed 'adequate yearly progress.' The prior year, only 60 percent of schools did. 'The news is we're making progress, very positive progress,' said Education Secretary-designate Francis Barnes. 'We know that . . . teachers are working very hard, and are adamant about leading their children to success.'" (*Harrisburg Patriot-News*, 8/26/04)
- "By small steps and big leaps, nearly three-quarters of schools in the Philadelphia area showed improvement on the 2004 state math and reading tests. In Philadelphia, with numerous struggling schools, three quarters recorded reading gains – and an even greater number improved their math showings. Spurred by state goals and the federal *No Child Left Behind* law, school officials have redoubled their efforts to move students beyond 'basic' levels with upgraded curriculums, individualized instruction and remedial help. This year's results suggest that the efforts are paying off." (*Philadelphia Inquirer*, 8/26/04)





# NCLB Making a Difference in Rhode Island

- President Bush's 2005 budget proposal increases federal education funding for Rhode Island to more than \$581.7 million – 45% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$49.1 million – \$21.3 million over 2001 levels – to help Rhode Island's neediest children.
- Rhode Island has received \$8.7 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$3.4 million for Rhode Island. In total, over six years, Rhode Island is set to receive approximately \$18.2 million in Reading First funds.
- "School officials in South County, Rhode Island recently received news from the state that not one area school district was classified as 'in need of improvement,' and five local schools have been commended by the Board of Regents for improving in both math and language arts for two years or more. In addition, three schools that just two years ago were called 'low performing schools' showed so much improvement since then, they are on the commended list this year: Chariho Regional High School, Narragansett High School and Westerly High School. Schools analyzed their scores last year identified their weak points and worked with The University of Rhode Island's National Center on Public Education and Social Policy, focusing on literacy and math skills. 'We got across the importance of doing well on the test, and teachers have torn apart the curriculum and built on each grade level to address weak areas,' Assistant Superintendent. Sylvia Blanda said." (*Providence Journal*, 11/6/03)
- "Providence elementary schools won a total of \$1.5 million, or 8 of 11 grants, awarded by the state under the federal Reading First Program which aims to get disadvantaged children reading at grade level by third grade. Each school will receive \$150,000 to \$200,000 to hire reading coaches, conduct teacher training, and purchase materials for scientifically proven methods of teaching reading." (*Providence Journal*, 1/30/04)
- "Hope High School and two elementary schools are getting federal money to pay for educational and cultural enrichment opportunities for students and their families. The money is coming from the 21<sup>st</sup> Century Learning Program which was established to create after-school activities for students." (*Providence Journal*, 3/12/04)
- "The Providence school district has won a three-year grant of \$871,632 from the U.S. Department of Education to train 40 high school teachers to make American history come alive for their students. The grant requires that teachers work with organizations that have expertise in American history both in their own learning and in implementing new teaching strategies." (*Providence Journal*, 7/7/04)



# NCLB Making a Difference in South Carolina

- President Bush's 2005 budget proposal increases federal education funding for South Carolina to more than \$1.4 billion – 52% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$174.8 million – \$59.8 million over 2001 levels – to help South Carolina's neediest children.
- South Carolina has received \$42.9 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$15.8 million for South Carolina. In total, over six years, South Carolina is set to receive approximately \$88.6 million in Reading First funds.
- "South Carolina remained first in the nation in its efforts to improve teacher quality, according a national report. The annual Quality Counts report published by Education Week magazine gave South Carolina an 'A-' in improving teacher quality, the highest grade of any state and an improvement from last year's 'B+.' The state received good grades for requiring skills tests for teachers to earn licenses and limiting the number of educators who can teach a subject outside of their fields. South Carolina is one of 15 states that provide mentoring and financial support for all new teachers, the report said." (*Associated Press*, 1/7/04)
- "South Carolina students scored above average on the National Assessment of Educational Progress tests for reading, language and math skills for the fourth straight year, the state Education Department said. Among South Carolina students, 57.1 percent of fifth-graders, 51.3 percent of eighth-graders and 54.6 percent of eleventh-graders beat the national average in 2003. Only 50 percent of fifth-graders scored above average in 2000." (*Associated Press*, 2/18/04)
- "South Carolina will receive nearly \$500,000 in grants from the U.S. Department of Education for an interactive science curriculum that allows students to have real-time contact with researchers as they work on actual scientific expeditions. The money will go toward training about 500 South Carolina teachers from 100 middle schools to integrate the JASON Foundation curriculum into their classrooms. The JASON project was founded in 1989 by explorer Robert Ballard after his discovery of the Titanic. The organization was named after the remote operating vehicle Ballard used to discover the ship's wreckage. By using the Internet and satellite television, the program allows students in a classroom to participate in scientific voyages as they are happening. The curriculum meets national and state standards for science, math, social studies and language arts." (*Island Packet*, 7/19/04)



# NCLB Making a Difference in South Dakota

- President Bush's 2005 budget proposal increases federal education funding for South Dakota to more than \$431.6 million – 46% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$38.1 million – \$16.2 million over 2001 levels – to help South Dakota's neediest children.
- South Dakota has received \$7.1 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$2.7 million for South Dakota. In total, over six years, South Dakota is set to receive approximately \$14.5 million in Reading First funds.
- "Sioux Falls students have raised their standardized test scores in nearly every subject, the most recent results show. Students in third through eighth grades made jumps of at least two percentile points and as many as 8 points on the SAT10. High school juniors had a gain of 6 points. Rick Melmer, State Secretary of Education, said he is excited about the results and optimistic that they reflect improvements under federal *No Child Left Behind Act*." (*Sioux Falls Argus Leader*, 5/29/04)
- "Alcester-Hudson Elementary was labeled as a school in need of improvement three years ago, but teachers and staff now say it was a blessing in disguise. The school has worked its way off the improvement list set up by the federal *No Child Left Behind* law. 'Being put on school improvement was one of the best things that happened to our schools,' Kathy Johannsen, the test, technology and school improvement coordinator at Alcester, said. Now, 88 percent of Alcester students are proficient in reading and 85 percent in math, scores far higher than the state proficiency rate of 71 percent in reading and 59 percent in math." (*Associated Press*, 7/27/04)
- "Statewide, students made significant progress overall in both reading and math, the two subjects tested in the spring Dakota STEP exam, said Rick Melmer, state education secretary. Seventy-one percent of students were proficient or advanced in math, up from 59 percent in 2003. In reading, 77 percent made the cut, an increase from 71 percent in 2003. 'Our educators in our local school districts need to be applauded for real hard work. I think schools really rolled up their sleeves,' he said." (*Sioux Falls Argus Leader*, 8/30/04)

# NCLB Making a Difference in Tennessee



- President Bush's 2005 budget proposal increases federal education funding for Tennessee to more than \$2 billion – 49% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$213.9 million – \$72.9 million over 2001 levels – to help Tennessee's neediest children.
- Tennessee has received \$52.9 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$21.1 million for Tennessee. In total, over six years, Tennessee is set to receive approximately \$111.4 million in Reading First funds.
- "West View, a school of 180 kindergarten through fifth-graders from mostly working-class families, made huge strides over the past year. Achievement scores jumped in most areas, some by double digits, to meet all *No Child Left Behind* requirements." (*The Associated Press*, 1/8/04)
- "Federal grants totaling more than \$5 million will help Metro schools get a leg up in a lot of areas this upcoming school year: professional training sessions, reading programs, student achievement programs, college preparatory programs and supplemental services for students. One of the grants, Reading First, will be disbursed to schools to ensure that all children are reading at or above grade level by the end of third grade. The Teaching American History grant will aid 210 history teachers annually and is designed to address the needs of teachers and students. After-school programs will be funded through the 21st Century Community Learning Centers. Students will be able to take advantage of the Advancement Via Individual Determination program, which is through the Comprehensive School Reform grant." (*The Tennessean*, 7/26/04)
- "'It's just incredible, it really is.' That was Stratford principal Brenda Elliott's comment after receiving the results of the annual Gateway exams, which showed substantial gains for Stratford students in every subject tested. Last year, 62.3 percent of the Stratford students who took the algebra test passed it. This year, that number rose to 93 percent. Seventy-six percent passed the English II exam last year, compared to 86 percent this year. 90 percent passed the Gateway biology exam last year, and 96 percent this year. Stratford students celebrated at a schoolwide assembly. 'I have never,' Principal Elliott said later, 'been so proud to be part of something as I am today.' She credits that success to effective teaching, curriculum alignment, and 'kids who believe they can do it.'" (Nashville Public Schools, 7/30/04)
- "Roughly 23 percent of Metro students for whom English is a second language acquired the skills necessary to exit the district's English Language Learner (ELL) program last year, a number which is more than double the amount districts typically expect to achieve in a year, according to the director of Metro's ELL program, Sayra Hughes." (*Nashville City Paper*, 8/31/04)



# NCLB Making a Difference in Texas

- President Bush's 2005 budget proposal increases federal education funding for Texas to more than \$7.6 billion – 60% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$1.2 billion – \$505.9 million over 2001 levels – to help Texas' neediest children.
- Texas has received \$273.7 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$107.9 million for Texas. In total, over six years, Texas is set to receive approximately \$532.5 million in Reading First funds.
- "Houston's third-graders did better this year on the state's reading test, even though passing scores were tougher to come by, HISD officials announced. Eighty-seven percent of Houston Independent School District's third-graders passed the reading portion of the TAKS test in 2004. Nearly a third of HISD's third-graders earned the state's 'commended' label because they missed no more than two questions." (*Houston Chronicle*, 3/25/04)
- "Nearly three-fourths of Texas high school juniors passed the state's graduation exam this year – a success rate that was higher than expected. 'Students and teachers worked hard all year, and these results confirm the progress our schools are making,' said State Education Commissioner Shirley Neeley." (*Dallas Morning News*, 5/26/04)
- "Most Texas third-graders have been promoted after passing the Texas Assessment of Knowledge and Skills this year. The overall 97 percent passing rate was a slight improvement over last year, when about 96 percent made the grade. Nearly 94 percent of the students who took the Spanish version of the test also passed. 'These are strong results,' said state Education Commissioner Shirley Neeley." (*Dallas Morning News*, 7/15/04)
- "Across the board, Advanced Placement (AP) enrollment is skyrocketing, according to data released by the College Board. Texas public school students took 94,312 AP exams last school year, an 11.6 percent increase from 2002-03. Nationally, the AP program grew by 8.7 percent in the nation's public schools. But it's the growth in AP enrollment among underclassmen that really sets Texas apart. Nationally, the number of ninth- and 10<sup>th</sup>-graders taking AP courses doubled between 2001 and 2004, but in Texas the enrollments more than tripled. To see the full scope of the growth, go back 10 academic years to 1994-95, when barely 900 underclassmen across Texas took an AP exam. By last school year, that number ballooned to 14,505, according to the College Board, which administers the AP tests." (*Dallas Morning News*, 9/1/04)





# NCLB Making a Difference in Utah

- President Bush's 2005 budget proposal increases federal education funding for Utah to more than \$762.2 million – 49% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$53.1 million – \$14.7 million over 2001 levels – to help Utah's neediest children.
- Utah has received \$15.1 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$5.9 million for Utah. In total, over six years, Utah is set to receive approximately \$30 million in Reading First funds.
- "The Granite District bought the Yearly Progress Pro program and networking equipment using federal Title I money targeted for disadvantaged students. Teachers say the \$300,000 Yearly Progress Pro program is a powerful tool that will illuminate students' learning, enable tailored instruction and boost student achievement at Stansbury and 16 other elementary schools in the Granite School District. All 14 of Granite District's Title I schools began using the program in their existing computer labs this year, and district leaders are expanding to all the elementary schools as funding allows. Here's how it works: By consistently testing students on the entire year's curriculum, teachers can track each child's progress from the first day of school to the last. 'I'd rather spend that 15 minutes having my students do this to find out what their needs are now than to find out later what they needed and I didn't provide,' Nicole Nickles, a fourth-grade teacher, said. Throughout the year, the program tests students on the entire year's worth of grade-level math concepts and generates reports detailing each student's progress." (*Salt Lake Tribune*, 10/31/03)
- Despite keeping education spending low, Utah students maintain an above-average performance on tests, scoring better than the national average in reading, math, and science. "Considering the resources spent, it's a remarkable bargain the taxpayers are getting," said Mark Peterson, spokesman for the State Office of Education. (*Deseret Morning News*, 6/9/04)
- "Utah's 28 charter schools with split \$2.8 million in federal funding this year as part of a five-year, \$9 million grant awarded under the *No Child Left Behind* law. The funding will be a major cushion for charters, which, unlike other Utah public schools, don't have authority to bond or otherwise raise money for their building needs." (*Salt Lake Tribune*, 9/13/04)



# NCLB Making a Difference in Virginia

- President Bush's 2005 budget proposal increases federal education funding for Virginia to more than \$2.3 billion – 45% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$206.7 million – \$64.7 million over 2001 levels – to help Virginia's neediest children.
- Virginia has received \$50.2 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$18.5 million for Virginia. In total, over six years, Virginia is set to receive approximately \$99.1 million in Reading First funds.
- "Perhaps no where in South Hampton Roads is the achievement gap a greater focus than in Norfolk, whose superintendent, John O. Simpson, co-chairs the national Council of Great City Schools' achievement gap task force. In the past five years, Norfolk's gaps have been cut in half in a number of areas, and by 75 percent in high-school English and Algebra II. Simpson is now focusing on black students in diverse settings, including fully accredited schools such as Larchmont and Willoughby elementaries, which have a more equal racial mix but where black students' scores are markedly lower." (*Virginia Pilot*, 4/12/04)
- "Langley High School is, by virtually all measures, among the top public schools in America – teeming with bright students, first-rate teachers, innovative programs and fawningly supportive parents. But last spring, it fell short of *No Child Left Behind's* rigorous requirements. At least one subgroup at the school failed to make 'adequate yearly progress,' and under the rules promulgated by the Department of Education, that meant the school fell short of the mark. 'We were upset to be identified as a failing school, when we knew what terrific work we are doing. But I have to say that the next year, we did go out and remediate the heck out of those special-ed kids. The teachers took it personally, do a lot on their own time. And now we don't have any underperforming subgroups,' said Langley's principal, William Clendaniel." (*Washington Post*, 6/7/04)
- "Newport News schools will use an \$874,000 federal Teaching American History grant to help middle school teachers better understand American history and develop ways to make it more interesting for students. The grant allows teachers to buy instructional materials, go on educational field trips, attend conferences or take courses, all to better understand different history topics. Division officials hope the three-year grant will reduce academic disparities found among students by 50 percent and increase overall achievement by 25 percent." (*Daily Press*, 6/30/04)

# NCLB Making a Difference in Vermont



- President Bush's 2005 budget proposal increases federal education funding for Vermont to more than \$359 million – 42% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$30.5 million – \$12 million over 2001 levels – to help Vermont's neediest children.
- Vermont has received \$6.9 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$2.7 million for Vermont. In total, over six years, Vermont is set to receive approximately \$14.4 million in Reading First funds.
- "Almost all of Vermont's licensed teachers have met a federal education standard that requires them to demonstrate sufficient knowledge in the subjects they teach to be considered 'highly qualified' under the national *No Child Left Behind Act*. The number of teachers who met the 'highly qualified' requirement is 9,780, or 94 percent, the Department of Education said Monday. 'We expected Vermont's numbers to be high,' said Anne Bordonaro, coordinator of professional standards for the Education Department. 'Our educator workforce is exceptional on the national level, and one we can be very proud of.'" (*Associated Press*, 6/16/04)
- "The Vermont Department of Education recognized a number of schools as having the most effective reading programs in the state. The Bellows Falls middle and high schools, and the Cherry Hill and Central elementary schools all received mention in the Proven and Promising Reading Programs in Vermont Schools report. The department focused on reading for its first report, 'given its obvious importance and the emphasis on scientifically based reading programs in *No Child Left Behind*, Reading First, and others.'" (*Brattleboro Reformer*, 7/2/04)
- "The Rivendell School District has announced approval of more than \$350,000 in two federal grants. One will give a major boost to a fledgling after-school program in the district. The other will help teachers and students learn to do historical research using primary resources. The after-school grant, \$237,555 over three years, will fund a program named 'Visions' that's intended to help children improve academic skills and learn about careers at the same time. The money comes from the federal 21<sup>st</sup> Century Community Learning Centers Program, part of the *No Child Left Behind Act*. Thousands of inner-city and rural public school districts are already operating learning centers. Rivendell's history studies grant, \$120,000, allows it to join the 'Flow of History network' begun two years ago in northern Vermont. The money comes from a federal effort to improve teaching of American history. In addition to school districts, an interpretive center, the University of Vermont and a chamber of commerce are in the network. The money will pay for summer institutes and study groups for teachers, online discussions hosted by the Alliance for Lifelong Learning (associated with Yale), and for consultants – professional historians who will guide teachers." (*Valley News*, 7/20/04)

# NCLB Making a Difference in Washington

- President Bush's 2005 budget proposal increases federal education funding for Washington to more than \$1.9 billion – 54% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$178.4 million – \$57.2 million over 2001 levels – to help Washington's neediest children.
- Washington has received \$43 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$16.6 million for Washington. In total, over six years, Washington is set to receive approximately \$86 million in Reading First funds.
- "All states, including Washington, are receiving record levels of funding because of this act. *No Child Left Behind* not only offers the promise of a better future for our children, it is delivering immediate results through a successful partnership of increased funding and measurable academic accountability," said U.S. Representative Jennifer Dunn. (*Seattle Times*, 1/16/04)
- "The *No Child Left Behind Act* has helped focus attention on the needs of minority students more than ever before. At Parkside (and all Highline elementary schools) students who are behind not only get a 'double dose' of 20 to 30 minutes of reading instruction, but some get a triple dose. At Parkside, this is the first year that all struggling readers are getting extra help, said Principal Sue Theckston. And it's making a difference: Seventy percent of first-graders and 80 percent of second-graders are at grade level on the Direct Reading Assessment, she said. In past years the best was closer to 50 percent." (*Seattle Times*, 5/18/04)
- "The Tacoma School District and Chief Leschi School will receive a \$1.1 million federal grant to help American Indian students graduate from high school. The three-year grant will allow the district and Chief Leschi to develop after-school programs for students who have failed or are lacking courses they need to graduate. Meanwhile, a separate grant to a consortium of five Indian tribes will set up a videoconferencing program allowing students to take high school courses from their own tribal centers. The Tacoma-Chief Leschi grant is intended to reduce the high dropout rate of Indian students and prepare them for college." (*Tacoma News Tribune*, 7/23/04)





# NCLB Making a Difference in Wisconsin

- President Bush's 2005 budget proposal increases federal education funding for Wisconsin to more than \$1.7 billion – 45% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$167.4 million – \$34.9 million over 2001 levels – to help Wisconsin's neediest children.
- Wisconsin has received \$33.5 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$12.6 million for Wisconsin. In total, over six years, Wisconsin is set to receive approximately \$74.5 million in Reading First funds.
- "Two Appleton schools, Lincoln and Horizon, have won awards for their *No Child Left Behind* programs and with those awards, grants of at least \$1,500 per school to buy new books. Teachers in both schools are being credited for going the extra mile to make sure their students do well. Since the program was started at Lincoln, school test scores in reading and math have gone up, and student confidence has gone through the roof." (*WBAY-TV*, 4/29/04)
- "This year, the Department of Public Instruction put 54 schools on the 'need of improvement' list, including 44 in Milwaukee; last year, the state named 68 schools, including 56 in Milwaukee. 'There have been a lot of doom and gloom predictions about the list, with folks expecting it to grow and grow and grow so that in just a few years, every school would be identified for improvement,' said Deb Lindsey, director of research and assessment for Milwaukee Public Schools. 'But if this year is any trend, that certainly doesn't appear to be the case.' Tony Evers, deputy state school superintendent, said the shorter list resulted from test score gains – particularly by elementary students – as well as a huge push by schools to have more students take the test, the Wisconsin Knowledge and Concepts Examination." (*Milwaukee Journal Sentinel*, 6/3/04)
- "Scores on the state's reading test for third-graders climbed for a second year, continuing a steady trend of growth in recent years. Statewide, the percentage of students scoring proficient or advanced rose from about 81 percent in 2003 to about 85 percent this year. In 1998, only 65 percent of the state's third-graders reached those levels." (*Milwaukee Journal Sentinel*, 7/13/04)
- "The federal government will spend \$1.57 million to improve Janesville preschoolers' readiness for school. The [Early Reading First] money will pay for a new program, starting this fall, that will touch more than 200 preschoolers and their families. A large portion of the three-year grant will pay for teacher training and materials. Four local organizations that educate preschool children will participate. Parents will also be trained to ready their children for school. 'We are so excited, to say the very least,' said Wilson Elementary School Principal Ann Lund. Wilson now has an early childhood program for 4-year olds, which will expand from two hours to 4.5 hours a day, Lund said. Wilson will also add a program for 3-year olds." (*Janesville Gazette*, 8/28/04)





# NCLB Making a Difference in West Virginia

- President Bush's 2005 budget proposal increases federal education funding for West Virginia to more than \$788.9 million – 46% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$98.1 million – \$22.4 million over 2001 levels – to help West Virginia's neediest children.
- West Virginia has received \$20.8 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$7.8 million for West Virginia. In total, over six years, West Virginia is set to receive approximately \$43.8 million in Reading First funds.
- "Gilmer County teachers are working to put \$618,000 in reading funds to good use with the hope of increasing reading test scores at Sand Fork and Normantown elementary schools. The two Gilmer County schools were selected by the state this year to receive \$206,000 for the next three years as part of the Reading First Project, said director Lesa Hines. 'I think this can make a difference in Gilmer County,' she said. Parents and students will realize the grant's worth soon when 2,400 new books are placed on shelves inside the two schools' kindergarten through third-grade classrooms. Each class will receive 100 books on grade level, 100 below level and another 100 above level. The grant also adds a reading mentor teaching position at each school and mandates that teachers provide an extended, uninterrupted reading block for students, Hines said." (*Parkersburg News and Sentinel*, 5/6/04)
- "After topping the state average of West Virginia schools that met Adequate Yearly Progress, local school districts are pleased with the results of the West Virginia Education Standards Test, as it prompted 77.4 percent of Northern Panhandle schools to meet AYP. Statewide results from the West Virginia Department of Education show that more than 70 percent of schools made the grade as part of West Virginia Achieves, the state's *No Child Left Behind* accountability plan. 'Our numbers are improving across the board,' [State Superintendent of Schools David] Stewart said. 'West Virginia Achieves is about closing the achievement gap,' he added." (*Wheeling News-Register*, 8/26/04)
- "Mineral County Schools announced that all schools in the county met Adequate Yearly Progress (AYP) school-wide under West Virginia Achieves, the state's *No Child Left Behind* implementation plan. In addition, six schools met AYP for all subgroups. 'I am so proud of our teachers and our students,' said Skip Hackworth, Superintendent. 'Our WESTEST scores prove that our schools are committed to closing the achievement gap for all students. Our calculations suggest that we met high achievement standards in 92 percent of the NCLB accountability cells. We are moving in the right direction and I am confident that our momentum will continue.'" (*Mineral Daily News-Tribune*, 8/30/04)
- "Last year, when 17 of Harrison County's 25 schools were listed as needing improvement based on the federal *No Child Left Behind* legislation, teachers, students and parents questioned how reasonable expectations were that schools could meet the federal guidelines. A year later, expectations were not only met, but exceeded. This year, the county had 18 of its 25 schools meeting the federal requirements for test scores, attendance and graduation rates. 'Watching the county go from 17 schools needing improvement last year to only seven this year was a thrill,' said Harrison County Schools Superintendent Carl Friebel. 'There is no bad news here,' Friebel said. 'We credit this to what the teachers are doing out in the schools.'" (*Clarksburg Exponent Telegram*, 8/31/04)



# NCLB Making a Difference in Wyoming

- President Bush's 2005 budget proposal increases federal education funding for Wyoming to more than \$239.7 million – 57% more than when the President took office.
- President Bush's 2005 budget proposal increases Title I funding to \$32.3 million – \$12.8 million over 2001 levels – to help Wyoming's neediest children.
- Wyoming has received \$6.9 million in reading grants to help schools and districts improve children's reading achievement through scientifically proven methods of instruction since 2002. President Bush's proposed budget includes an additional \$2.7 million for Wyoming. In total, over six years, Wyoming is set to receive approximately \$14.4 million in Reading First funds.
- "Education officials from both Natrona County and the Wyoming Department of Education met at Fort Casper Museum on Monday to accept a check from the U.S. Department of Education for \$999,779, to be used for the first year of professional development for Casper's history teachers. Nearly \$3 million will be used for teacher training during the next three years to create a systematic change in the way U.S. history is taught and to develop a community of teacher and student historians who are more active citizens, according to Joel Dvorak, the district's associate superintendent for curriculum and instruction. Throughout the next three years, social studies teachers will take part in history seminars to enrich their own knowledge, as well as to discuss better ways to teach the subject. 'We've all memorized facts all the time, but that's not the best way to learn about history,' said Dvorak. 'We want to teach U.S. history in a rigorous, relevant way that makes it come alive for the kids.'" (*Casper Star-Tribune*, 6/29/04)
- "Wyoming students are showing improvement in reading, writing and math proficiency, state Superintendent of Public Instruction Trent Blankenship said Thursday, citing the latest results of the statewide student testing scores. Fifty-seven percent of Wyoming eighth graders tested at least proficient in writing, compared to 48 percent in 2003." (*Associated Press*, 7/2/04)
- "More Wyoming schools showed improvement in academics and reaching certain student groups during the 2003-2004 year than in the previous school year, according to new school accountability data. 'With a 92 percent rate of the schools and school districts achieving adequate yearly progress, or AYP, Wyoming is doing better than other states that release their results.' said Wyoming Department of Education spokeswoman Deborah Hinckley. 'We feel like we're really ahead of the pack,' Hinckley said. But neither the department nor educators will be happy until all schools fulfill the goals of the federal *No Child Left Behind Act* by 2014, she said." (*Casper Star-Tribune*, 8/25/04)