



# 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)