

NCLB Making a Difference in Oklahoma



- Between 2002 and 2005 (latest data available):
 - Fifth-grade reading proficiency increased by seven percentage points
 - Fifth-grade mathematics proficiency increased by 13 percentage points
 - The black-white achievement gap in fifth-grade reading narrowed by four percentage points
 - The black-white achievement gap in fifth-grade mathematics narrowed by five percentage points
 - The Hispanic-white achievement gap in fifth-grade reading narrowed by 11 percentage points
 - The Hispanic-white achievement gap in fifth-grade mathematics narrowed by eight percentage points
 - The American Indian-white achievement gap in fifth-grade reading narrowed by four percentage points
 - The American Indian-white achievement gap in fifth-grade mathematics narrowed by four percentage points

(Oklahoma Report Card)
- “Two years ago, [Hutchinson’s] Lincoln Elementary School was named a school ‘in need of improvement’ because of low state assessment test scores and its impoverished neighborhood. But recently, Lincoln students, staff and teachers were told the school was one of 25 finalists for the National School Change Award, given to schools that go from underperforming to exemplary.... New teaching strategies, adult volunteers and school leadership are being credited for the school’s increased student achievement, higher assessment scores and improved student social skills. ... The preliminary results for 2004-05 show Lincoln scoring 95 percent proficient or better in reading and 89 percent in math – almost 30 percentage points higher than the state-mandated benchmark.” *(Associated Press, 5/27/05)*
- “The [Tulsa] school district reported its highest percentage of fifth-graders scoring [proficient] in math and reading during the last five years. The percentage of Tulsa fifth-graders who demonstrated proficiency in math has increased steadily from 58 percent in 2001 to 75 percent in 2005. This year’s gain was seven percentage points. In reading, 70 percent of fifth-graders in the district demonstrated proficiency, compared with 66 percent in 2004. ... Tulsa district officials pointed to significant gains in fifth-grade scores at Anderson, Bryant and Mark Twain elementaries. ... Anderson’s scores have rocketed from among the district’s lowest to among its highest in the past three years. Its fifth-grade math proficiency rose from 20 percent in 2003 to 80 percent last year and now 88 percent. Its reading proficiency jumped from 27 percent in 2003 to 73 percent last year and 94 percent this year – the third-highest percentage in the district.” *(Tulsa World, 6/9/05)*
- “In a demographic shift that is ahead of the state as a whole, but representative of many small towns in the region, Hispanics make up 27 percent of the total enrollment in the 800-student Hennessey school district, up from 18.2 percent in the 2000-01 school year. ... In response to those changes...the district is one of four in Oklahoma – and one of the few rural school districts in the region – to launch a two-way language immersion program.... And the effort is paying off: the district’s English language learners have surpassed state and federal goals for English proficiency, and English language learners in the program are faring better...on standardized tests than other minority children in the school’s traditional classes.” *(Education Week, 5/4/05)*