

NCLB Making a Difference in Kansas



- Between 2002 and 2004 (latest data available):
 - Fifth-grade reading proficiency increased by 10 percentage points
 - Fourth-grade mathematics proficiency increased by 13 percentage points
 - The black-white achievement gap in fifth-grade reading narrowed by nine percentage points
 - The black-white achievement gap in fourth-grade mathematics narrowed by eight percentage points
 - The Hispanic-white achievement gap in fifth-grade reading narrowed by eight percentage points
 - The Hispanic-white achievement gap in fourth-grade mathematics narrowed by five percentage points

(Kansas 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 on Thursday, 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. ‘I think the most important thing is that the staff has learned to work together, from the bottom on up,’ fourth-grade teacher Lynda McCue said. ‘That means the kindergarten teacher has to do the job to get her class ready for first grade, and when the students enter my class, they need to be ready to be in fourth grade.’ The school also has an integrated curriculum so everything students learn in one classroom is reinforced elsewhere. And McCue said students spend a lot of time preparing for state assessment tests required by the federal No Child Left Behind legislation. ... Lincoln’s students failed to meet state testing benchmarks in the 2002-03 school year, but they scored a 100 percent proficient or better rating in 2003-04. 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)*
- “Olathe students have exceeded state benchmarks this year, according to preliminary results presented to the school board. ... The report showed that 84.6 percent of students scored proficiently or better in reading, exceeding the state’s target of 58 per-cent. Last year, 72.7 percent of students met benchmarks in reading. In math, 83.7 percent of Olathe students scored proficiently or better, surpassing the target of 46.8. Last year, 73.2 percent scored proficiently or higher in math. ... Among student subgroups, administrators said English language learners showed the most improvement in reading with 92.7 percent of them reaching proficiency or higher. ... Numbers show that more than 80 percent of Hispanic, Asian and white students met proficiency. About 71.8 percent of black students met benchmarks.” *(Kansas City Star, 6/4/05)*
- “One year does not a trend make, but the rise in Wichita public school test scores deserves cheering. The preliminary 2005 state test scores show increases in all but one grade level subject – 10th-grade math. And some of the increases were dramatic, such as a 13-point gain in fifth-grade reading. Also, the achievement gap between white and black students narrowed significantly on half the tests.” *(Wichita Eagle, 6/6/05)*