

NCLB Making a Difference in Delaware



- Between 2002 and 2005 (latest data available):
 - Fifth-grade reading proficiency increased by seven percentage points
 - Fifth-grade mathematics proficiency increased by 10 percentage points
 - The black-white achievement gap in fifth-grade reading narrowed by seven percentage points
 - The black-white achievement gap in fifth-grade mathematics narrowed by nine percentage points
 - The Hispanic-white achievement gap in fifth-grade reading narrowed by 14 percentage points
 - The Hispanic-white achievement gap in fifth-grade mathematics narrowed by 13 percentage points
 - The poor-not poor achievement gap in fifth-grade reading narrowed by eight percentage points
 - The poor-not poor achievement gap in fifth-grade mathematics narrowed by nine percentage points

(*Delaware Report Card*)
- “Etta J. Wilson Elementary School in Pike Creek is one of the schools that has made progress. [The school] has 508 students in kindergarten through fifth-grade. Fifty-one percent are minorities. A [recent] study showed Wilson Elementary closed the achievement gap for black students by 44 percentage points in reading and 49 percentage points in math from 2001 to 2004. Only 30 percent of black students in third grade at Wilson Elementary passed the reading test in 2001, but 82 percent passed in 2004. Dave Wooley, a parent of first- and second-grade daughters at Wilson, said the news is a phenomenal achievement on behalf of the students and teachers at the school. As a black parent, he welcomed the shrinking gap. ‘It simply states that we’re moving in the right direction and we should be celebrating our differences and using them as an academic tool to empower children,’ he said.” (*Wilmington News Journal*, 4/22/05)
- “Frankford Elementary in Frankford, Delaware, is, by any standard, demographically tough. With 79 percent of the children meeting the standard for free and reduced-price meals and most of the rest hovering near the standard, it is fair to say that almost all of the kids are poor. Thirty-six percent of the students are white, 36 percent black, and 28 percent Latino. Many of the Latino children are very recent immigrants from Mexico, the children of agricultural workers who themselves have had little education. Twenty-two percent of the students are considered to be special education students. ... When [Principal Sharon Brittingham] arrived seven years ago, the school was very low-achieving, with scores that tracked the demographics. But last year, 97.5 percent of the fifth-graders met Delaware’s state reading standards – including 100 percent of boys, 100 percent of the African-American students, and 100 percent of the low-income students. Half of the fifth-graders with disabilities met state math standards, and a third of them met the writing standards. ‘It is a hard process, but it’s achievable,’ said Brittingham. ‘But first you have to believe it’s achievable.’” (*Achievement Alliance’s Alliance Alert*, 4/11/05)
- “Although Milford [School District] is the state’s eighth most diverse school district, it ranked No. 3 in the percentage of its students meeting state standards in 2005. ... Only [Milford] and the Indian River School District...rank among the state’s top five districts in performance despite a middle ranking in terms of diversity. The district will begin using a new testing system during the 2005-2006 school year to track individual students’ performance and target specific instruction to the students who need it.” (*Newszap.com*, 8/3/05)