

NCLB Making a Difference in Maryland



- Between 2003 and 2005 (latest data available):
 - Fifth-grade mathematics proficiency increased by 14 percentage points
 - Fifth-grade reading proficiency increased by eight 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 five percentage points
 - The Latino achievement gap in fifth grade reading narrowed by six percentage points

(*Maryland Report Card*)
- “There was good news [from this year’s Maryland School Assessment tests] all around at Arbutus Elementary School, where scores jumped significantly in almost every category. ... Eighty-six percent of fifth-graders at the school scored as advanced or proficient readers, compared with last year’s 65 percent. ... There was similar good news in math, where 75 percent of students scored at the advanced or proficient level, compared with last year’s 52.5 percent. ... The school also showed considerable success in closing the achievement gap between some minority children and their white counterparts. Eighty-six percent of African-American students scored at advanced or proficient levels on the reading exam, while 71.4 percent of fifth-graders scored at the proficient rate on the math exam. [Principal Karen] Benny attributed the school’s success on the statewide exam to lots of parental involvement and the effective use of test data.” (*Arbutus Times*, 6/30/05)
- “At Bryant Woods Elementary in Columbia, teachers and administrators see the latest statewide test results as a sign that they are moving closer to their goal of narrowing the academic gap between minority and white pupils. The school – where half of the population is African-American and where many are from low-income families – saw combined scores for third- and fifth-grade black pupils in reading or math increase at least 10 percentage points over a three-year period. And, taken as a group, third- and fifth-grade pupils who receive free or reduced-price lunches have made solid improvements on the Maryland School Assessment since 2003, according to data released last week. Their combined score in reading and math jumped 7 percentage points each to 64 percent and 59 percent, respectively.” (*Baltimore Sun*, 6/13/05)
- “Rock Hall, Maryland, is small-town America. Flanked by the Chesapeake Bay on the west and farmland on the other three sides, it is bright and sparkling.... A few people are working to nurture the nascent tourism trade, but most adults are unemployed.... Sixty-two percent of the children qualify for the federal free- and reduced-price lunch program, which is another way of saying they are poor.... But here’s one thing they can be certain of – they will be taught to read. All but a handful of Rock Hall’s third graders met or exceeded state reading standards last year, and there is a plan in place to get those few who didn’t meet the standards up to standard.... Rock Hall stands out, in fact, as having among the best statistics of schools in the state.” (Achievement Alliance’s *Alliance Alert*, 3/28/05)