

# NCLB Making a Difference in Arizona



- Between 2002 and 2005 (latest data available):
  - Third-grade mathematics proficiency increased by 14 percentage points
  - The Hispanic-white achievement gap in third-grade reading narrowed by seven percentage points
  - The Hispanic-white achievement gap in third-grade mathematics narrowed by 11 percentage points
  - The American Indian-white achievement gap in third-grade reading narrowed by three percentage points
  - The American Indian-white achievement gap in third-grade mathematics narrowed by 12 percentage points

(*Arizona Report Card*)
- “A Bullhead City elementary school decided to exceed expectations instead of merely meeting them. Diamondback Elementary School Principal Joe Buzzelli said the Bullhead City school board instructed its Superintendent Ted Thadler to establish a program that set goals in accordance with No Child Left Behind to comply with Arizona standards for the core subjects of reading, writing and mathematics. Thadler said he is proud of Buzzelli and his staff. ‘We went beyond the minimum; we made AYP (Adequate Yearly Progress) at all our schools.’ ... Buzelli said he and his teachers developed grade-level goals for the core subjects in August. They recently completed their compilation and presented them to the board.” (*Mohave Daily News*, 5/27/05)
- “Yuma’s Pueblo School received state recognition...for its reading achievements in a new program launched by the state superintendent of public instruction this year.... Superintendent Tom Horne began a ‘Spotlight on School Success’ program this year that recognizes 15 schools statewide for achievements in different areas including dropout prevention, school improvement, best practices and Reading First – a national drive to promote early reading in students funded by the federal government. Pueblo, in the Crane School District, received the Reading First honor due to its growth in reading scores during the past two school years.... Pueblo was one of Crane’s schools that received a Reading First grant and has been able to implement new reading practices such as reading coaches and diagnostic tools. For 2003-2004, 62 percent of Pueblo’s students passed the reading portion of the AIMS test, which was four percent higher than the district average.” (*Yuma Sun*, 4/12/05)
- “Just three years ago, seven of the 10 Phoenix Union comprehensive high schools were identified as ‘underperforming,’ mostly due to the students’ low scores on the AIMS tests. As someone who had taught in the district for 18 years and at five of the campuses, I was not surprised by the label. At the time, I felt the district could do better. Students respond well to the truth. If they aren’t working hard enough, they need to be told that, and told it often. In other words, the kids must be pushed every day. In this case, it meant telling entire student bodies that they could and must do better. ... Some people don’t like the state’s system of labeling failing schools, and the AIMS tests in particular. However, these measures, as well as other academically demanding programs, have made an impressive difference to the students in the Phoenix Union high schools. For the past two years, all 10 Phoenix Union comprehensive high schools, including those seven schools identified previously as ‘underperforming,’ have scored ‘performing.’” (Johanna Haver, *Arizona Republic*, 5/6/05)