

NCLB Making a Difference in Connecticut



- Between 2001 and 2004 (latest data available):
 - The black-white achievement gap in fourth-grade reading narrowed by six percentage points
 - The Hispanic-white achievement gap in fourth-grade reading narrowed by six percentage points
 - The Hispanic-white achievement gap in fourth-grade mathematics narrowed by three percentage points
(*Connecticut Report Card*)
- “Charter schools...have achieved great results in bringing up the Connecticut Mastery Test scores of urban under-achievers. Results from 2003 show that: at New Haven’s Amistad Academy, where 98 percent of students are African American or Hispanic, math and reading scores have risen to triple those of neighboring public schools and equal to scores in Greenwich; at Highville Mustard Seed Academy, also a New Haven-area charter middle school, nearly 70 percent of its largely minority student body scored at mastery level; at Common Ground, a charter high school for students with high-risk behavior, dropout rates are lower and college participation is higher than in New Haven high schools; and, all graduates of the Bridge Academy in Bridgeport, a college preparatory high school with a 96 percent minority enrollment, were accepted at two- or four-year colleges.” (*Hartford Courant*, 6/13/05)
- “[First Lady Laura Bush] will receive an invitation soon to visit Bloomfield’s Laurel School. Dr. G. Reid Lyon, chief of the child development and behavior branch at the National Institutes of Health (NIH), made the announcement at Laurel School during a visit on May 4. ... Lyon was at the school to observe first-hand the current reading program for kindergarten and first-graders in Bloomfield and came away very enthused and impressed with what he saw. ‘They are doing everything that our research shows must be done in order to teach children to read,’ he noted. ... The data showed 34 to 41 percent of first-graders deficient in the 2000-2002 period being reduced to 9 percent, 14 percent and 6 percent in the last three rating periods. Grade two results of 26 percent, 9 percent and 16 percent in the first three tests were down to 9 percent, 3 percent and 10 percent in the last three rating periods. ‘This is a truly professional program,’ Lyon told the teachers, adding, ‘What I see here is what we normally see in an affluent suburb.’ ‘This is not a program only at Laurel School,’ [Bloomfield Superintendent David Title] said, ‘We have implemented the same program with the same teacher dedication in all three elementary schools. Our teachers believe these kids can succeed.’” (*Bloomfield Journal*, 5/6/05)
- “Danbury schools are doing a pretty good job of educating black students...according to an analysis of test scores of the city’s fourth- and 10th-graders. Danbury’s black 10th-graders were among the top five scoring groups in reading and writing on the Connecticut Academic Performance Test compared to 22 school districts with at least 40 black students. ... A newly written curriculum at all grade levels, new technology, a new teacher evaluation process, and granting teachers common planning time and more teacher training are some of the new strategies.” (*Danbury News*, 6/21/05)