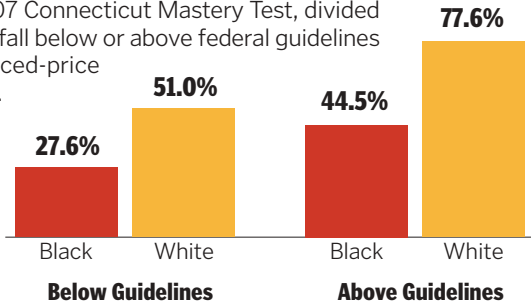


Percentage of fourth-graders who met the math goal on the 2007 Connecticut Mastery Test, divided into those who fall below or above federal guidelines for free or reduced-price school lunches.



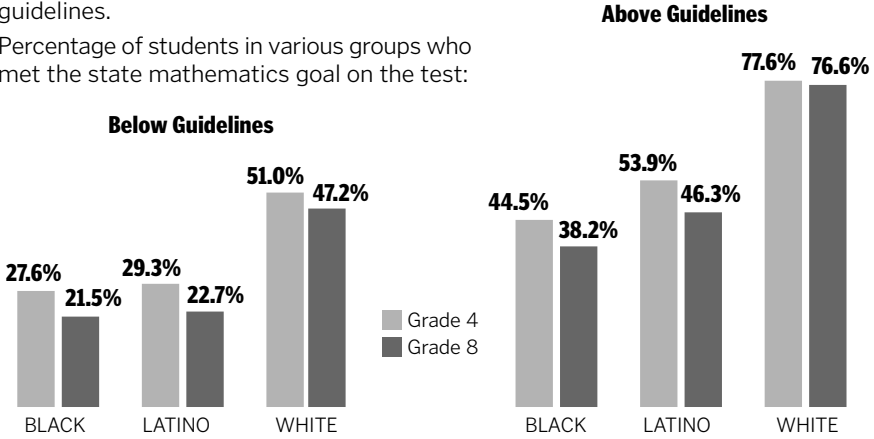
Race or Poverty?

Although low-income black and Latino children, on average, lag far behind white children on various academic tests, the achievement gap also exists for many blacks and Latinos from middle-class and upper-income families, including those whose parents are college-educated.

INCOME

Achievement gaps were found between whites and non-white students who took the 2007 Connecticut Mastery Test, regardless of income. The two sets of graphs below are for those who fall below federal guidelines for free or reduced-price school lunches, and those who fall above the guidelines.

Percentage of students in various groups who met the state mathematics goal on the test:



EDUCATION

Achievement gaps between racial groups exist among children of highly educated parents as well as those with parents who did not attend college. Here are the average scores on a national reading test of black, Latino and white high school seniors. These scores from the 2005 National Assessment of Educational Progress are based on a scale of 0 to 500.

Parents Did Not Finish High School			College-Educated Parents		
BLACK	LATINO	WHITE	BLACK	LATINO	WHITE
256	270	267	274	279	302

BLOOMFIELD SOCIOECONOMICS

Although the achievement gap is found at all income levels, researchers still say poverty is a powerful factor influencing children's performance in school and that family income and other socioeconomic factors are strong predictors of average performance on achievement tests. Although Bloomfield's overall median family income rose significantly during the 1990s, the town saw a decline in median family income for families who have children in public schools.

