

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

Great Oaks Charter School District

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District Information

Grade Range	6-12
Number of Schools/Programs	1
Enrollment	662
Per Pupil Expenditures	\$17,851
Total Expenditures	\$11,764,137

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://public-edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	316	47.7	48.4
Male	346	52.3	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	19	2.9	5.2
Black or African American	275	41.5	12.4
Hispanic or Latino of any race	328	49.5	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	25	3.8	45.1
English Learners/Multilingual Learners	128	19.3	11.3
Eligible for Free or Reduced-Price Meals	544	82.2	44.8
Students with Disabilities	113	17.1	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	101	34.1	28	8.9
Male	93	28.7	54	15.5
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	87	34.3	45	16.4
Hispanic or Latino of any race	87	28.2	26	8.1
White	6	25.0	*	*
English Learners/Multilingual Learners	26	21.5	11	8.6
Eligible for Free or Reduced-Price Meals	172	33.7	72	13.1
Students with Disabilities	41	37.6	20	17.4
All Students - District	194	31.3	82	12.3
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 163
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	33.0
General Education Paraprofessionals	16.0
Special Education Teachers and Instructors	6.0
Special Education Paraprofessionals	0.0
District Central Office Administrators	1.0
School Level Administrators	8.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	31.0

In the **full-time equivalent count**, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	9.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	1	1.8	0.1
Asian	1	1.8	1.4
Black or African American	17	30.9	4.9
Hispanic or Latino of any race	8	14.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	28	50.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	21	35.6	6.8
Teachers	16	40	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	24	58.5
Hispanic or Latino of any race	32	74.4	27	67.5
White	*	*	*	*
English Learners/Multilingual Learners	7	*	*	*
Eligible for Free or Reduced-Price Meals	46	67.6	47	65.3
Students with Disabilities	13	*	8	*
All Students - District	61	70.9	55	62.5
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$3,607,109	\$5,474	\$13,471
Support services - students	\$154,926	\$235	\$1,826
Support services - instruction	\$380,536	\$577	\$972
Support services - general administration	\$112,899	\$171	\$568
Support services - school based administration	\$3,476,034	\$5,275	\$1,274
Central and other support services	\$1,055,557	\$1,602	\$761
Operation and maintenance of plant	\$2,393,620	\$3,632	\$2,125
Student transportation services	\$583,456	\$1,882	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$11,764,137	\$17,851	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$327,941	53.7	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$195,842	32.1	10.5
Employee Benefits	\$86,661	14.2	13.3
Purchased Services Other Than Transportation	.	.	6.8
Special Education Tuition	.	.	22.8
Supplies	.	.	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$610,444	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	5.2
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	10.0
State	70.0
Federal	12.2
Tuition & Other	7.7

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	8	*	8	*	*	*
Black or African American	138	47.5	137	37.4	76	43.3
Hispanic or Latino of any race	161	50.0	159	40.1	91	46.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	12	*	11	*	7	*
English Learners/Multilingual Learners	66	37.4	65	34.5	33	35.3
Non-English Learners/Non-Multilingual Learners	260	51.1	258	40.2	146	47.6
Eligible for Free or Reduced-Price Meals	269	47.6	266	38.5	148	44.9
Not Eligible for Free or Reduced-Price Meals	57	52.1	57	41.5	31	47.4
Students with Disabilities	64	37.6	63	27.7	35	36.6
Students without Disabilities	262	51.0	260	41.8	144	47.4
High Needs	290	47.2	287	38.0	160	44.4
Non-High Needs	36	57.4	36	47.5	19	*
All Students - District	326	48.4	323	39.1	179	45.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	46.9	43.4	94.9	203	64.0
Curl Up	N/A	71.4	55.3	27.9	193	49.7
Push Up	N/A	73.5	42.1	50.0	193	52.8
Mile Run/PACER	N/A	75.5	48.4	*	179	40.2
All Tests - District	N/A	24.5	9.4	*	178	10.7
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	33	66.7
Hispanic or Latino of any race	26	76.9
White	*	*
English Learners/Multilingual Learners	14	*
Eligible for Free or Reduced-Price Meals	53	71.7
Students with Disabilities	8	*
All Students - District	66	74.2
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	27	32.1
Male	16	17.8
Non-Binary	N/A	N/A
Black or African American	21	26.6
Hispanic or Latino of any race	18	21.7
White	*	*
English Learners/ Multilingual Learners	8	30.8
Eligible for Free or Reduced-Price Meals	29	20.7
Students with Disabilities	0	0.0
All Students - District	43	24.7
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	57.6	91.3
Male	55.0	*
Non-Binary	N/A	N/A
Black or African American	48.1	*
Hispanic or Latino of any race	*	61.9
White	*	*
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	56.6	67.7
All Students - State	67.0	88.2

College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	48.4	75	32.2	50	64.5	64.7
ELA Performance Index	High Needs Students	47.2	75	31.5	50	63.0	54.9
Math Performance Index	All Students	39.1	75	26.0	50	52.1	61.1
Math Performance Index	High Needs Students	38.0	75	25.3	50	50.7	50.6
Science Performance Index	All Students	45.3	75	30.2	50	60.4	62.6
Science Performance Index	High Needs Students	44.4	75	29.6	50	59.1	52.1
ELA Academic Growth	All Students	55.5%	100%	55.5	100	55.5	60.6%
ELA Academic Growth	High Needs Students	55.0%	100%	55.0	100	55.0	55.7%
Math Academic Growth	All Students	42.1%	100%	42.1	100	42.1	62.3%
Math Academic Growth	High Needs Students	40.9%	100%	40.9	100	40.9	55.9%
Progress Toward English Proficiency	Literacy	39.9%	100%	20.0	50	39.9	58.7%
Progress Toward English Proficiency	Oral	37.9%	100%	19.0	50	37.9	55.7%
Chronic Absenteeism	All Students	31.3%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	32.8%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	66.7%	75%	44.4	50	88.9	92.4%
% Meeting CCR Benchmark	All Students	24.7%	75%	16.5	50	33.0	47.2%
On-track to High School Graduation	All Students	64.3%	94%	34.2	50	68.4	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	74.2%	94%	79.0	100	79.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	90.2%	94%	96.0	100	96.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	56.6%	75%	75.5	100	75.5	67.0%
Physical Fitness % Meeting Health Standard	All Students	10.7%	75%	3.6	50	7.1	49.0%
Arts Access	All Students	64.3%	60%	50.0	50	100.0	55.1%
Accountability Index				806.4	1450	55.6	

Physical Fitness Estimated Participation Rate - District: 70.6% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	57.4	47.2	10.2	16.9	N
Math Performance Index Gap	47.5	38.0	9.5	18.4	N
Science Performance Index Gap	.	44.4	.	18.2	N
Graduation Rate Gap	.	90.2%	.	8.6%	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	94.8
ELA	High Needs Students	94.8
Math	All Students	93.9
Math	High Needs Students	93.8
Science	All Students	93.2
Science	High Needs Students	93.0

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Great Oaks Charter School Bridgeport believes that informed parents make the best partners when working towards academic success for students. We work to provide an inclusive and informative environment for parents while providing a safe and supportive environment for students; academic and social-emotional.

The upgrading of our Student Information System and inclusion of Student Data System provides updated and easily located access to their child's performance across all academic areas. Additionally, all of our staff members are accessible through the Learning Management System therefore reducing the need of parents to search for contact information. Likewise, parent's information is fed through our Remind App tool linked to our Student Information System so our teachers and AmeriCorps Fellows do not have to search for contact information to reach parents. Our system is designed to notify parents of absences and lateness for consistent communication. When data shows that a student is missing time out of classes, data from our communication tool as well as our Student Data System is used by our Attendance team to engage parents to offer support.

During the year we hold professional development sessions on practicing parent communication to reduce any anxiety and provide guidance on what information should be communicated. Additionally, we monitor data through our communication tool to ensure that parents are being given information that is related to their student on a consistent basis. Communication occurs through phone calls, text messaging, and emails based on parent's preferences.

Parents provide suggestions and discussions through principal and community meetings which are held online and at the school. These community meetings focus on topics ranging from financial planning, community services, student academic support at home, and social media management, and technology nights focused on accessing all of our tools. Many of our parent meetings are held in Spanish and recorded for publication on our social media sites.

With our diverse population of English Language Learners and Special Service Students, we offer support above our small group tutorials. Parents are supported navigating the PPT process, are provided opportunities for check-ins outside of PPT's, and are given additional resources online as well as tutorial hours to help students. Our English Language Learners are enrolled in Rosetta Stone English services for both student and family for use outside of school. We have extended our community outreach to work with English Language Learners from our host district schools for after-school tutoring at our site.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Great Oaks Charter School recognizes that many of our students will face challenges that threaten their equitable access to education, opportunity, and currently struggle with the realities of economic isolation. We believe that it is their ability to persevere through these challenges that will allow for our students to shape the world and not be defined by it. In order to make this a reality we provide:

- Small group, high-dosage tutoring in grades 6-11 online and in person.
- A rigorous curriculum with early college opportunities and the Seal of Biliteracy.
- Partnerships with community organizations, colleges, and global initiatives to provide experiences across a variety of career and college opportunities.
- Opportunities for school engagement outside of normal operating hours through our Learning Management System, inclusive of tutorial hours after 5 pm.
- College planning opportunities for students grade 6-12 inclusive of parent seminars for all students.
- Creation of a Career and College position to promote small, college and local business networking with our student and parent population.

We firmly believe that our school should model for our students that career opportunities come in a variety of ways. Many of our AmeriCorps volunteers stay with us to begin an alternate route to certification while volunteering in classrooms. We are fortunate to have the opportunity to hire these former fellows that have already developed relationships with students and understand our commitment to equity. Currently, 25% of our staff are former AmeriCorps members.

Great Oaks is committed to having a diverse team throughout all aspects of the school. We believe strength lies in the diversity of backgrounds and experiences our adult community brings to our students. We are committed to recruiting quality educators of color while providing opportunities for non-traditional certification routes to increase those opportunities for college graduates. Our current professional ratio shows over 51% of our population consists of minority populations.

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Equitable Allocation of Resources among District Schools

We are a single school, we divide all resources amongst our 6th through 12th grade students.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	1	16.7	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	1	16.7	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	33.3	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	1	16.7	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	1	16.7	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	6		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.