

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Paul Laurence Dunbar School Bridgeport School District

203-576-7194 • <https://www.bridgeportedu.net/Dunbar>

School Information

Grade Range	PK-8
Enrollment	391
Per Pupil Expenditures	\$16,937
Total Expenditures	\$6,673,116

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 school.

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

For district totals, please see the district profile.
* 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	School Count	School Percent (%)	District Percent (%)
Female	194	49.6	*
Male	197	50.4	52.3
Non-Binary	0	0.0	*
American Indian or Alaska Native	*	*	0.4
Asian	*	*	1.6
Black or African American	124	31.7	26.7
Hispanic or Latino of any race	240	61.4	61.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	11	2.8	2.4
White	13	3.3	7.7
English Learners/Multilingual Learners	113	28.9	31.1
Eligible for Free or Reduced-Price Meals	359	91.8	87.5
Students with Disabilities	81	20.7	20.7

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	84	44.0	12	5.1
Male	59	33.5	13	5.7
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	44	38.3	14	9.4
Hispanic or Latino of any race	86	39.3	11	3.9
White	*	*	0	*
English Learners/Multilingual Learners	39	33.1	*	*
Eligible for Free or Reduced-Price Meals	126	38.1	23	5.4
Students with Disabilities	38	46.3	9	8.0
All Students - School	143	39.0	25	5.4
All Students - District		33.1		8.5

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: 203
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	22.0
General Education Paraprofessionals	2.0
Special Education Teachers and Instructors	2.0
Special Education Paraprofessionals	9.0
School Level Administrators	3.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	3.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	10.0

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.

Educators by Race/Ethnicity

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	0	0.0	0.7
Asian	0	0.0	2.3
Black or African American	13	40.6	16.3
Hispanic or Latino of any race	3	9.4	11.7
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	3.1	0.6
White	15	46.9	68.4

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	20.2
District	17.7

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	13	35.1	12.3
Teachers	10	35.7	12.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

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

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$4,989,295	\$12,663
Support Services - Students	\$351,732	\$893
Improvement of Instruction	\$1,049	\$3
Library and Media Services	\$97,745	\$248
Support Services - Instruction	\$507	\$1
Support Services - School-Based Administration	\$649,292	\$1,648
Operation and Maintenance of Plant	\$583,496	\$1,481
Transportation Other Than to/From Home	.	.
Enterprise Operations	.	.
Total	\$6,673,116	\$16,937

Total per pupil expenditures (PPE) including share of district central expenditures is \$20,082.

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

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

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	N/A	N/A
Learning Disability	26	76.5
Other Health Impairment	9	37.5
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - School	41	59.4
All Disabilities - District		55.1

This table includes students ages 6-21 with an IEP or services plan.

School Schedule

Category	Value
Days of Instruction	180
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	908
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	08:50 AM
School End Time	03:10 PM

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Performance and Accountability

School Performance Index (SPI)

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

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	*	*
Black or African American	60	42.9	59	32.5	24	34.4
Hispanic or Latino of any race	93	41.9	91	39.0	32	39.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	6	*	6	*	*	*
English Learners/Multilingual Learners	40	39.1	39	39.2	11	*
Non-English Learners/Non-Multilingual Learners	126	43.7	124	35.4	48	38.4
Eligible for Free or Reduced-Price Meals	155	42.5	152	36.2	*	*
Not Eligible for Free or Reduced-Price Meals	11	*	11	*	*	*
Students with Disabilities	44	30.8	44	22.7	17	*
Students without Disabilities	122	46.8	119	41.3	42	43.7
High Needs	160	42.1	157	36.0	*	*
Non-High Needs	6	*	6	*	*	*
School	166	42.6	163	36.3	59	37.7

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	95.2	90.9	88.7	N/A	118	90.7
Curl Up	90.5	88.6	67.3	N/A	120	79.2
Push Up	61.9	65.9	56.9	N/A	116	61.2
Mile Run/PACER	52.4	27.3	36.5	N/A	117	35.9
All Tests - School	33.3	25.0	32.7	N/A	114	29.8
All Tests - District	48.6	41.3	41.6	37.2		42.1

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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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	42.6	75	28.4	50	56.8	64.7
ELA Performance Index	High Needs Students	42.1	75	28.1	50	56.1	54.9
Math Performance Index	All Students	36.3	75	24.2	50	48.4	61.1
Math Performance Index	High Needs Students	36.0	75	24.0	50	48.0	50.6
Science Performance Index	All Students	37.7	75	25.1	50	50.2	62.6
Science Performance Index	High Needs Students	37.6	75	25.1	50	50.1	52.1
ELA Academic Growth	All Students	50.9%	100%	50.9	100	50.9	60.6%
ELA Academic Growth	High Needs Students	51.3%	100%	51.3	100	51.3	55.7%
Math Academic Growth	All Students	44.5%	100%	44.5	100	44.5	62.3%
Math Academic Growth	High Needs Students	45.0%	100%	45.0	100	45.0	55.9%
Progress Toward English Proficiency	Literacy	50.5%	100%	25.2	50	50.5	58.7%
Progress Toward English Proficiency	Oral	42.3%	100%	21.2	50	42.3	55.7%
Chronic Absenteeism	All Students	39.0%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	38.4%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	71.4%	94%	38.0	50	76.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	29.8%	75%	19.9	50	39.8	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				450.8	1000	45.1	

Physical Fitness Estimated Participation Rate - School: 92.7% | 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	.	42.1	.	17.1	N
Math Performance Index Gap	.	36.0	.	18.6	N
Science Performance Index Gap	.	37.6	.	18.3	N
Graduation Rate Gap	.	.	.	.	

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	97.0
ELA	High Needs Students	97.3
Math	All Students	94.4
Math	High Needs Students	94.6
Science	All Students	95.4
Science	High Needs Students	96.4

Minimum participation standard is 95%.

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