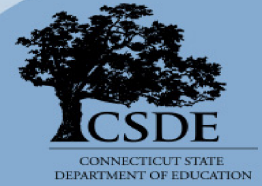


Connecticut State Department of Education
**SCHOOL PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2022-23**



**High Horizons Magnet School
 Bridgeport School District**

203-576-7807 • <https://www.bridgeportedu.net/hhm#calendar14071/20220510/month>

School Information

Grade Range	PK-8
Enrollment	414
Per Pupil Expenditures ¹	\$11,879
Total Expenditures ¹	\$5,214,923

¹ Expenditure data reflect the 2021-22 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 2022-23 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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size. 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, 2022 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	189	45.7	*
Male	225	54.3	52.3
Non-Binary	0	0.0	*
American Indian or Alaska Native	*	*	0.5
Asian	*	*	2.0
Black or African American	146	35.3	29.1
Hispanic or Latino of any race	201	48.6	57.4
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	9	2.2	1.9
White	47	11.4	8.9
English Learners/Multilingual Learners	37	8.9	26.3
Eligible for Free or Reduced-Price Meals	328	79.2	80.6
Students with Disabilities ²	58	14.0	19.5

² Students in this category 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

	Chronic Absenteeism ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	27	15.2	8	4.1
Male	31	14.1	17	7.2
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	17	12.3	10	6.7
Hispanic or Latino of any race	34	17.3	12	5.7
White	*	*	*	*
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	51	15.6	23	6.5
Students with Disabilities	11	17.2	*	*
School	58	14.6	25	5.8
District		28.6		7.2

Number of students qualified as truant under state statute: 96

Number of school-based arrests: 0

³ 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.

⁴ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.9
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	3.5
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
School Level	1.5
Library/Media	
Specialists (Certified)	0.5
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.5
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	11.5

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	1	2.5	0.5
Asian	1	2.5	2.8
Black or African American	2	5.0	14.2
Hispanic or Latino of any race	2	5.0	12.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	2.5	0.7
White	33	82.5	69.7

Classroom Teacher Attendance, 2021-22

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	15.4	15.5

¹ 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.

Instruction and Resources

School-Level Expenditures²: 2021-22

	Total (\$)	Per Pupil (\$)
Instruction	\$4,154,879	\$9,464
Support Services - Students	\$254,309	\$579
Improvement of Instruction	.	.
Library and Media Services	\$2,777	\$6
Support Services - Instruction	\$1,556	\$4
Support Services - School-Based	\$251,859	\$574
Operation and Maintenance of Plant	\$549,543	\$1,252
Transportation Other Than to/From	.	.
Enterprise Operations	.	.
Total	\$5,214,923	\$11,879

Total per pupil expenditures (PPE) including share of district central expenditures is \$15,804.

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disability	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	21	91.3
Other Health Impairment	*	*
Other Disabilities	0	0.0
Speech/Language Impairment	9	*
School	43	79.6
District		56.2

³ This table includes students ages 6-21 with an IEP or services plan.

School Schedule

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	911
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	08:35 AM
End Time	02:55 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.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	*	*
Black or African American	91	57.0	91	46.7	30	48.8
Hispanic or Latino of any race	120	59.3	120	48.3	37	50.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	41	60.0	41	51.6	13	*
English Learners/Multilingual Learners	22	53.4	22	46.9	*	*
Non-English Learners/Non-Multilingual Learners	239	59.1	239	48.6	*	*
Eligible for Free or Reduced-Price Meals	213	58.1	213	47.8	68	48.9
Not Eligible for Free or Reduced-Price Meals	48	61.0	48	51.4	17	*
Students with Disabilities	47	42.8	47	30.9	17	*
Students without Disabilities	214	62.1	214	52.3	68	52.6
High Needs	225	57.5	225	47.2	71	49.8
Non-High Needs	36	65.7	36	56.4	14	*
School	261	58.6	261	48.4	85	51.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	59.6	45.2	66.7	N/A	125	56.8
Curl Up	97.9	92.9	88.9	N/A	125	93.6
Push Up	31.9	35.7	41.7	N/A	125	36.0
Mile Run/PACER	59.6	45.2	44.4	N/A	125	50.4
All Tests - School	12.8	*	22.2	N/A	125	13.6
All Tests - District	44.1	32.4	40.0	42.0		39.7

²The 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.

³Only students assessed in all four areas are included in this 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.6	75	39.1	50	78.2	63.9
	High Needs Students	57.5	75	38.3	50	76.7	54.1
Math Performance Index	All Students	48.4	75	32.3	50	64.6	59.7
	High Needs Students	47.2	75	31.4	50	62.9	48.9
Science Performance Index	All Students	51.4	75	34.3	50	68.5	61.6
	High Needs Students	49.8	75	33.2	50	66.4	51.1
ELA Academic Growth	All Students	54.9%	100%	54.9	100	54.9	57.2%
	High Needs Students	56.5%	100%	56.5	100	56.5	52.5%
Math Academic Growth	All Students	55.0%	100%	55.0	100	55.0	61.8%
	High Needs Students	56.4%	100%	56.4	100	56.4	55.5%
Progress Toward English Proficiency	Literacy	48.3%	100%	24.1	50	48.3	55.3%
	Oral	51.9%	100%	26.0	50	51.9	56.1%
Chronic Absenteeism	All Students	14.6%	<=5%	30.9	50	61.7	20.0%
	High Needs Students	15.7%	<=5%	28.5	50	57.0	28.5%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	90.4%
	% Meeting Benchmark	.	75%	.	.	.	44.3%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		.	94%	.	.	.	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		.	94%	.	.	.	85.6%
Postsecondary Entrance (Class of 2022)		.	75%	.	.	.	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		98.4% 13.6%	75%	9.1	50	18.1	93.0% 45.5%
Arts Access		.	60%	.	.	.	54.5%
Accountability Index				599.8	1000	60.0	

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 Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	65.7	57.5	8.2	17.0	
Math Performance Index Gap	56.4	47.2	9.2	18.6	
Science Performance Index Gap	.	49.8	.	18.6	
Graduation Rate Gap	

¹ 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.

² 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 (%) ³	
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

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