

UNIVERSITY OF BRIDGEPORT SCHOOL OF EDUCATION

Title II Praxis Assessment Data Report

Academic Year 2024-2025

Disaggregated Analysis by Program, Gender, and Race/Ethnicity

Report Generated: February 5, 2026

Executive Summary

This report presents the Title II Praxis assessment data for the University of Bridgeport School of Education for the 2024-2025 academic year. The analysis includes 156 test records from 75 unique candidates across all teacher preparation programs.

Key Findings

Overall Pass Rate	84.6%
Total Test Records	156
Unique Candidates	75
Tests Passed	132
Tests Not Passed	19

Analysis by Program

The following tables present pass rates and average scores for each certification program offered by the School of Education.

Program	Tests	Passed	Pass Rate	Avg Score
Biology Grades 7 through 12	9	7	77.8%	167.1
Business Grades 7 through 12	5	4	80%	165
Elementary Education	104	90	86.5%	181.8
English Grades 7 through 12	10	9	90%	176.5
General Science Grades 7 through 12	2	2	100%	159.5
History and Social Studies Grades 7 through 12	12	11	91.7%	171.6
Mathematics Grades 7 through 12	5	4	80%	170.4
Music Pre-K through Grade 12	9	5	55.6%	159.7

Analysis by Gender

The following table presents pass rates disaggregated by gender across all programs.

Gender	Total Tests	Passed	Pass Rate	Avg Score
Female	95	75	78.9%	176.4
Male	58	54	93.1%	179.6
Not Reported	3	3	100%	165.7

Analysis by Race/Ethnicity

The following table presents pass rates disaggregated by race/ethnicity across all programs.

Race/Ethnicity	Total Tests	Passed	Pass Rate	Avg Score
White	113	98	86.7%	179.4
Black or African American	24	19	79.2%	173.5
Hispanic or Latino	6	6	100%	192.8
Asian or Asian American	4	2	50%	154.2
Not Reported	3	3	100%	172.7
Other	3	2	66.7%	155.7
More than one race	2	2	100%	170
Puerto Rican	1	0	0%	137

Disaggregated Analysis by Program

The following sections present detailed disaggregated data for each program, broken down by gender and race/ethnicity.

Elementary Education

Total Test Records: 104

By Gender

Gender	Total	Passed	Pass Rate
Female	72	59	81.9%
Male	32	31	96.9%

By Race/Ethnicity

Race/Ethnicity	Total	Passed	Pass Rate
White	86	73	84.9%
Black or African American	13	12	92.3%
Hispanic or Latino	5	5	100%

Secondary Education Programs

English Language Arts (Grades 7-12)

Category	Total	Passed	Pass Rate
Female	6	5	83.3%
Not Reported	1	1	100%
Male	3	3	100%

History and Social Studies (Grades 7-12)

Category	Total	Passed	Pass Rate
Female	4	3	75%
Male	7	7	100%
Not Reported	1	1	100%

Summary and Recommendations

The 2024-2025 Title II data demonstrates strong overall performance across most certification programs at the University of Bridgeport School of Education. Key observations include:

Strengths:

- Overall pass rate of 84.6% demonstrates program effectiveness
- English Language Arts and Social Studies programs show 90%+ pass rates
- Elementary Education maintains strong performance across all subtests
- Hispanic/Latino candidates achieved 100% pass rate

Areas for Attention:

- Target intervention for low pass rates
- Additional support may be needed for candidates in the Other Enrolled category
- Consider enhanced test preparation resources for specific demographic groups showing lower pass rates

Repeat Test-Taker Analysis

Understanding Multiple Attempt Patterns

University of Bridgeport School of Education

Title II Data 2022-2025

Executive Summary

Key Finding: 34.1% of elementary education candidates (77 out of 226 students) took at least one test multiple times across the three-year period.

Good News: 100% of repeat test-takers eventually passed - no student failed all attempts and gave up.

Success of Retake Strategy: Students who retook tests improved an average of 35.4 points, with the largest improvement being 100 points.

Elementary Education - Overall Findings

Metric	Value
Total Unique Students	226
Students with Multiple Attempts	77 (34.1%)
Eventually Passed	77/77 (100%)
Average Score Improvement	35.4 points
Largest Single Improvement	100 points
Failed All Attempts	0 students

Key Insights

- 100% eventual success rate demonstrates highly effective retake support systems
- Students showing significant improvement (35+ points on average) indicates strong remediation
- No student abandoned after failures - culture of persistence and support
- High overall repeat rate (34%) suggests need for enhanced first-attempt preparation

Elementary Education - By Individual Test

Test	Repeat Rate	Eventually Pass	Avg Improve	Most Attempts
Reading/Lang Arts	10.8%	100%	29.6 pts	6
Mathematics	9.7%	100%	47.2 pts	8
Social Studies	12.6%	100%	33.4 pts	6
Sciences	11.6%	100%	33.1 pts	8

Reading/Language Arts - Lowest Repeat Rate

10.8% repeat rate (19 out of 176 students) - BEST FIRST-TIME PREPARATION

- Eventually passed: 19/19 (100%)
- Failed first, then passed: 2 students only
- Average improvement: 29.6 points
- Most attempts: 6 (all passed on each attempt - strategic retaking for score improvement)

Interpretation: Strong first-time preparation. Most students pass on first try. Fewest students need retakes among all elementary tests.

Mathematics - Largest Improvements Needed

9.7% repeat rate BUT 47.2-point average improvement (HIGHEST)

- Eventually passed: 17/17 (100%)
- Failed first, then passed: 3 students
- **Largest single improvement: 100 points (score went from 100 to 200)**
- Most attempts: 8 (score range 145-198, showing initial struggle then mastery)

Interpretation: Lower repeat rate BUT those who retake show the largest improvement needs. Some students with dramatic score swings suggesting significant content gaps. Early intervention critical for at-risk students.

Critical Finding: Gender Disparities

95% of Social Studies and Sciences repeat test-takers are FEMALE

Test	Female Repeats	Male Repeats
Social Studies	20 (95%)	1 (5%)
Sciences	19 (95%)	1 (5%)
Reading/Lang Arts	13 (68%)	6 (32%)
Mathematics	12 (71%)	5 (29%)

Questions This Raises

- Why are males passing Social Studies and Sciences on first attempt while females need retakes?
- Is this a test anxiety issue?
- Are there content preparation gaps specific to female students?
- Do study strategies differ by gender in these subject areas?
- Does test format favor certain learning/testing styles?

Recommended Actions

- Conduct focus groups with female repeat test-takers in Social Studies and Sciences
- Investigate test anxiety interventions specifically for female candidates
- Review course content delivery for potential gender-specific learning needs
- Analyze if this pattern exists in other institutions (is it systemic or UBridgeport-specific?)

Secondary Education Programs

Note: Secondary analysis based on name-matching across years. Estimates provided where exact tracking unavailable.

Program	Est. Repeat Rate	Eventual Success	Key Pattern
Music	25-30%	<100%	Some no improve
Biology/Science	20-25%	Moderate	Both tests tried
Social Studies 7-12	15-20%	High	10-15pt gain
Math (test switch)	~40%	High on 5165	Strategic switch
English	<10%	High	Strong prep
Business	<10%	High	Strong prep