

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

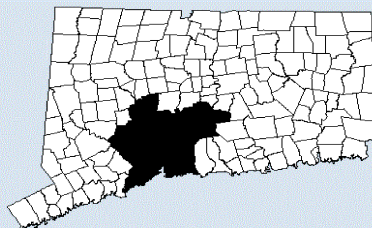


Area Cooperative Educational Services

203-498-6817 • www.aces.org

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	1,947
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2015-16 year.

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2016-17 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 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	825	42.4	48.4
Male	1,122	57.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	71	3.6	5.1
Black or African American	583	29.9	12.9
Hispanic or Latino	641	32.9	24.0
Pacific Islander	*	*	0.1
Two or More Races	77	4.0	2.9
White	568	29.2	54.8
English Learners	46	2.4	6.8
Eligible for Free or Reduced-Price Meals	1,282	65.8	35.9
Students with Disabilities ¹	719	36.9	14.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	134	16.6	85	10.3
Male	239	21.2	197	17.1
Black or African American	119	20.1	96	15.8
Hispanic or Latino	144	22.6	113	17.5
White	84	15.3	58	10.3
English Learners	7	14.9	13	26.5
Eligible for Free or Reduced-Price Meals	302	24.6	222	17.2
Students with Disabilities	257	34.5	147	18.7
District	373	19.3	282	14.3
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 7

Number of school-based arrests: 39

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2016-17

Area Cooperative Educational Services

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	116.1
Paraprofessional Instructional Assistants	5.7
Special Education	
Teachers and Instructors	90.5
Paraprofessional Instructional Assistants	262.2
Administrators, Coordinators and Department Chairs	
District Central Office	15.0
School Level	14.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	15.8
Counselors, Social Workers and School Psychologists	28.0
School Nurses	11.0
Other Staff Providing Non-Instructional Services/Support	146.6

¹In 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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.3	1.0
Black or African American	16	5.4	3.6
Hispanic or Latino	10	3.4	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	269	90.9	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.4	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	10	24.4
Hispanic or Latino	7	*	9	21.4
White	*	*	9	18.4
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	15	41.7	23	19.5
Students with Disabilities	16	34.0	28	20.6
District	16	34.0	28	20.6
State		63.6		77.5

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	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
District	N/A	N/A
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Area Cooperative Educational Services

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2016-17

Area Cooperative Educational Services

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	55	69.4	55	62.2	11	*
Black or African American	382	53.9	381	43.2	139	37.2
Hispanic or Latino	489	55.7	488	48.4	174	44.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	60	59.9	60	49.9	21	45.3
White	386	62.8	385	56.3	138	51.0
English Learners	108	49.4	108	45.4	35	38.0
Non-English Learners	1271	58.7	1268	50.3	451	45.1
Eligible for Free or Reduced-Price Meals	874	52.5	871	45.2	318	40.4
Not Eligible for Free or Reduced-Price Meals	505	67.4	505	58.0	168	52.6
Students with Disabilities	379	39.8	376	31.4	156	28.9
Students without Disabilities	1000	64.8	1000	56.9	330	52.0
High Needs	950	52.1	947	44.5	345	39.7
Non-High Needs	429	70.9	429	61.8	141	56.5
District	1379	57.9	1376	49.9	486	44.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	69.2	70.8	84.7	63.2	771	76.0
Curl Up	67.0	73.6	84.1	57.9	771	76.4
Push Up	41.8	47.8	60.3	31.6	771	51.5
Mile Run/PACER	46.2	71.1	75.0	34.2	771	68.0
All Tests - District	25.3	34.5	50.6	26.3	771	39.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

District Profile and Performance Report for School Year 2016-17

Area Cooperative Educational Services

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
District	N/A	N/A
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	26.1	0	0.0
Male	29.2	*	*
Black or African American	33.3	0	0.0
Hispanic or Latino	38.6	0	0.0
White	*	*	*
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	27.9	*	*
Students with Disabilities	28.4	*	*
District	28.4	*	*
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	72.0	88.5

⁵College 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.

⁶College 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

District Profile and Performance Report for School Year 2016-17

Area Cooperative Educational Services

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	57.9	75	38.6	50	77.3	67.1
	High Needs Students	52.1	75	34.7	50	69.5	55.9
Math Performance Index	All Students	49.9	75	33.3	50	66.5	62.2
	High Needs Students	44.5	75	29.7	50	59.3	50.5
Science Performance	All Students	44.6	75	29.7	50	59.5	55.3
	High Needs Students	39.7	75	26.5	50	53.0	45.2
ELA Academic Growth	All Students	56.6%	100%	56.6	100	56.6	55.4%
	High Needs Students	53.6%	100%	53.6	100	53.6	49.8%
Math Academic Growth	All Students	56.6%	100%	56.6	100	56.6	61.7%
	High Needs Students	55.4%	100%	55.4	100	55.4	53.7%
Chronic Absenteeism	All Students	19.3%	<=5%	21.4	50	42.9	9.9%
	High Needs Students	24.2%	<=5%	11.6	50	23.2	15.8%
Preparation for CCR	% Taking Courses	24.0%	75%	16.0	50	32.1	70.7%
	% Passing Exams	1.1%	75%	0.7	50	1.5	43.5%
On-track to High School Graduation		79.8%	94%	42.4	50	84.9	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		2.7%	75%	3.6	100	3.6	72.0%
Physical Fitness (estimated part rate) and (fitness)		90.6% 39.7%	75%	26.5	50	52.9	92.0% 51.6%
Arts Access		8.2%	60%	6.8	50	13.6	50.5%
Accountability Index				543.9	1150	47.3	

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?					Y
ELA Performance Index Gap	70.9	52.1	18.8	16.7	
Math Performance Index Gap	61.8	44.5	17.3	18.7	
Science Performance Index Gap	56.5	39.7	16.7	16.6	
Graduation Rate Gap	

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	98.2
Math	All Students	98.5
	High Needs Students	97.9
Science	All Students	97.8
	High Needs Students	97.0

³Minimum participation standard is 95%.

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

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: 42.6

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2016-17

Area Cooperative Educational Services

Narratives

School District Improvement Plans and Parental Outreach Activities

Area Cooperative Educational Services (ACES) is the Regional Educational Service Center in south central Connecticut that exists to improve public education through high quality, cost effective programs and services. Initiatives that focus on developing community relationships provides transition opportunities for students from our high school program to gain experience in the area of office supports at local churches while developing community experience by volunteering as local animal shelters. Schools are reviewing processes for assessing pre-vocational and community skills for students who transition from middle to high school. Mentoring programs create an environment for students with behavioral challenges to identify a “go to” person for support and social skill development. Additional opportunities are seen in the creation of after school clubs or activities for students with autism in order to facilitate social skills and leisure skills. Staff are participating in various trainings in the area of trauma informed interventions focused on relationships, safety, therapeutic interventions and coping skills in order to support students facing various mental health challenges. Additional trainings focus on addressing reading difficulties that impact the academic setting. Technology is another area in which students engage in development of communication skills as students utilize Smartboards to show their skills in the area of broadcasting and reporting.

Truancy impacts all populations and ages. Staff engage families through phone calls, emails and parent meeting to offer support in getting students to schools. Schools utilize various strategies that include the development of committees to review data to determine trends and patterns and make recommendation on ways to proactively engage families and students.

Family engagement activities promotes collaboration by participating in school based committees such as the Parent Teacher Coalition to plan and implement activities such as student presentations of Project Based Learning projects, Open House, creation of a Facebook page, parent trainings for students on the spectrum and IEP development and implementation, Game Night, Harvest Festival and Prom . These activities as well as the Family Barbeque and Trunk or Treat allow students to generalize skills such as turn taking while increasing communication skills.

Collaborative programs continued to support the integration of special needs students with typical peers in their home school. The high school program at West Haven affords expanded opportunities for inclusion and integration with typical peers. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

As a Regional Educational Service Center, ACES works together with our 25 member school districts to reduce academic and social issues stemming from racial, ethnic, and economic isolation. To successfully achieve our mission, ACES operates 3 interdistrict magnet schools enrolling over 1600 students, coordinates several interdistrict collaborative programs, and facilitates the Open Choice program for our districts.

ACES magnet schools are designed to attract students across many school districts increasing educational opportunities for students of diverse backgrounds to learn along side one another. Each school reinforces its mission of diversity while delivering a high quality curriculum with unique academic focus. Technology allows students to access their learning through multiple resources and has been said to be a great divide for student learning. We have made a tremendous focus to provide state of the art technology support and services for all of our students in order to assist students in their learning. Most of our schools offer their students a one-to-one laptop/iPad experience. We are working with local universities to develop laboratory classrooms to support action research in our schools and to support the development of teacher cohorts for our member school districts. Our magnet schools have also had the opportunity to participate along with other school districts in the interdistrict grant partnerships. Here, our schools' teachers and students work along with fellow schools from other districts. We have co-partnered for technology, math, social studies, science and L/A enrichment.

ACES has been instrumental in Minority Teacher Recruitment (MTR) efforts in CT. The MTR Advisory Council has developed and implemented strategies to increase the number of minority educators, including our highly successful annual MTR Job Fair. As a member of the RESC MTR Alliance, ACES played a key role in securing funding from the State Pipeline, The Alternate Route to Certification and Teacher Preparation Opportunities. We partner with organizations, colleges & universities to promote teaching as a profession to students.

ACES has a agency-wide Diversity Committee. The committee has helped to enhance our schools' participation in district diversity activities.

District Profile and Performance Report for School Year 2016-17

Area Cooperative Educational Services

Equitable Allocation of Resources among District Schools

ACES is the Regional Educational Service Center for twenty-five school districts in south central Connecticut. Each local school district appoints a representative to the ACES Governing Board of Education. Our Board works collectively to set a strategic direction for our organization based on the educational needs of the region and our own school system. ACES operates schools and programs based on these needs and the Governing Board ensures the equitable allocation of resources among the programs. Each of our full-time Interdistrict Magnet Schools has a steering committee which monitors and approves resource allocations in its respective program.

Local funding, State of Connecticut magnet school support, and grant resources are utilized to achieve and enhance equity among our programs. Building level principals and directors meet monthly with ACES Central Administration to discuss issues relating to available resources in meeting their academic goals. This process also assists as the district and agency plan for budget development. The budget process includes each school's steering committee, the building administrator(s), ACES Central Administration and the ACES Governing Board.