

STRATEGIC SCHOOL PROFILE 2011-12**Area Cooperative Educational Services**

CRAIG W. EDMONDSON, Superintendent

Location: 350 State Street

Telephone: (203) 498-6816

North Haven,
ConnecticutWebsite: www.aces.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven

Town Population in 2000: N/A

1990-2000 Population Growth: N/A

Number of Public Schools: 2

Per Capita Income in 2000: N/A

Percent of Adults without a High School Diploma in 2000*: N/A

Percent of Adults Who Were Not Fluent in English in 2000*: N/A

District Enrollment as % of Estimated. Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2011 1,956
 5-Year Enrollment Change 32.3%

DISTRICT GRADE RANGE

Grade Range K - 8

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	926	47.3	N/A	35.2
K-12 Students Who Are Not Fluent in English	41	2.1	N/A	5.6
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	701	35.8	N/A	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	45	75.0	N/A	79.8
Homeless	0	0.0	N/A	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.3
Asian American	91	4.7
Black	607	31.0
Hispanic	515	26.3
Pacific Islander	2	0.1
White	712	36.4
Two or more races	24	1.2
Total Minority	1,244	63.6

Percent of Minority Professional Staff: 7.7%

Non-English Home Language:

3.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 11.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

As a Regional Educational Service Center, Area Cooperative Education Services (ACES) works together with our twenty-five member school districts to reduce academic and social issues stemming from racial, ethnic, and economic isolation. To successfully achieve our mission, ACES operates three interdistrict magnet schools enrolling approximately two thousand students, coordinates several interdistrict collaborative programs, and facilitates the Open Choice program for our member districts. ACES interdistrict 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. Our magnet schools offer the very latest in educational technology with two of our schools offering their students a one2one laptop experience. We also serve as laboratory schools for our state universities. 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, and language arts enrichment. ACES has been instrumental in Minority Teacher Recruitment (MTR) efforts in Connecticut. The ACES MTR Advisory Council, which consists of Superintendents and Personnel Directors of the ACES partner school districts, meets quarterly to plan and implement strategies to improve the overall recruitment and retention of teachers of color. The ACES MTR Advisory Council's signature event is our annual MTR Career Fair. The objective of the ACES MTR Career Fair is to match certified teachers, administrators and pupil services personnel of color with employment opportunities within the participating school districts. Additionally, ACES participates in the Regional Educational Service Center MTR Alliance and played a key role in securing funding from the State Legislature that is used to implement statewide initiatives and programs that support our mission to assist Connecticut school districts to recruit, hire, develop, support and retain a racially, ethnically and culturally diverse teaching and administrative workforce. ACES has a strong district-wide Diversity Committee comprised of all employed stakeholders from our agency which meets on a regular basis. This committee has helped to enhance the collaboration of our magnet schools' participation in all district diversity activities and professional development opportunities which focused on celebrating diversity.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	53.5	59.2	23.8
Writing	69.4	62.7	51.9
Mathematics	59.2	66.5	18.8
Grade 4 Reading	60.6	64.1	25.0
Writing	59.5	65.3	18.8
Mathematics	52.1	68.0	10.6
Grade 5 Reading	52.1	67.6	12.7
Writing	58.1	68.1	17.3
Mathematics	52.8	71.6	9.5
Science	48.6	63.9	12.5
Grade 6 Reading	63.9	74.1	18.1
Writing	56.7	67.4	18.1
Mathematics	51.3	69.3	12.7
Grade 7 Reading	73.7	79.8	19.5
Writing	58.5	65.6	21.7
Mathematics	60.4	68.1	21.3
Grade 8 Reading	69.6	76.8	19.5
Writing	55.6	68.3	15.0
Mathematics	53.8	67.2	16.4
Science	46.6	61.9	15.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	41.7	50.6	26.2

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	N/A	N/A	N/A
2010-11 Annual Dropout Rate for Grade 9 through 12	0.0	2.6	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	111.10
Paraprofessional Instructional Assistants	24.20
Special Education	
Teachers and Instructors	85.50
Paraprofessional Instructional Assistants	219.40
Library/Media Specialists and/or Assistants	3.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	9.00
School Level	12.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.25
Counselors, Social Workers, and School Psychologists	27.00
School Nurses	12.00
Other Staff Providing Non-Instructional Services and Support	139.56

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	N/A	13.9
% with Master's Degree or Above	90.0	N/A	79.6

Average Class Size	District	DRG	State
Grade K	20.0	N/A	18.5
Grade 2	24.0	N/A	19.7
Grade 5	25.0	N/A	21.6
Grade 7	20.9	N/A	20.3
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,142	N/A	993
Middle School	1,053	N/A	1,024
High School	N/A	N/A	N/A

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	1.6	N/A	2.8
Middle School	0.8	N/A	2.2
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	N/A	N/A	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A	N/A	N/A
Transportation	N/A	N/A	N/A	N/A	N/A
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A
Additional Expenditures					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	N/A

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	N/A	N/A	N/A	N/A
Excluding School Construction	N/A	N/A	N/A	N/A

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Area Cooperative Educational Services (ACES) is the Regional Educational Service Center for twenty-five school districts in south central Connecticut. Each local school district is asked to appoint 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	N/A	N/A
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	33.9	36.0	66.4	70.4
	Writing	13.5	21.5	58.0	66.3
	Mathematics	27.3	31.8	55.0	68.4
	Science	10.0	23.0	47.0	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	100.0
	% With Accommodations	0.0
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		20.3

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Area Cooperative Educational Services (ACES) mission is to empower our students to meet educational and life challenges in the changing global environment and our special education schools are focused on improving services for students with disabilities as they meet this goal. The Center for Autism Spectrum and Developmental Disorders (CASDD), Village and Whitney High East/West schools increased their use of technology via trainings on the use of the iPad and AAC devices to enhance academic and communication skills. Staff and families collaborated on the development of school Climate Plans, and at Mill Road School, a Family Teacher Alliance was formed with the purpose of raising money to offer additional programming that would increase student engagement. Parent trainings at Village and CASDD afforded families opportunities to connect and to create a greater sense of community by holding family events that focused on academic, social and emotional needs of the children and their families. Events such as the Village SibShop provide much-needed social and emotional support from and for the siblings of children with a broad variety of special needs. Whitney High School East, West and North broadened their offerings in college and career readiness through vocational exploration, work experiences and a partnership with Gateway Community College. These activities, along with expanded extracurricular activities all focused on student engagement and increasing graduation rates for students who face academic, behavioral and emotional challenges. School based Data Teams closely monitored the progress of our students throughout the year and made modifications to instructional practices to meet educational needs and promote academic success. Schools presented their Data Wall to the ACES Governing Board at the end of the school year. 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 focuses on students with Intellectual Disabilities and affords expanded opportunities for inclusion and integration with typical peers. ACES Strategic Plan focused on the development and implementation of plans to effectively use assessment data to improve instruction. The Common Core State Standards (CCSS) provided the foundation for the design and implementation of curriculum that will improve student achievement and empower our students to meet educational and life challenges in the changing global environment.
