

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

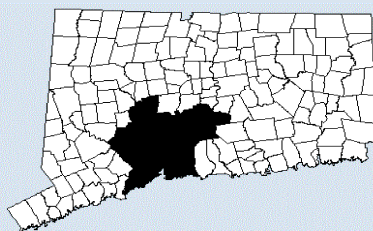


## Area Cooperative Educational Services

203-498-6817 • www.aces.org

### District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	1,942
Per Pupil Expenditures <sup>1</sup>	N/A
Total Expenditures <sup>1</sup>	N/A

<sup>1</sup>Expenditure data reflect the 2016-17 year.

### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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](http://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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	805	41.5	48.4
Male	1,137	58.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	76	3.9	5.1
Black or African American	593	30.5	12.8
Hispanic or Latino	666	34.3	24.8
Pacific Islander	*	*	0.1
Two or More Races	85	4.4	3.3
White	511	26.3	53.6
English Learners	50	2.6	7.2
Eligible for Free or Reduced-Price Meals	1,190	61.3	36.7
Students with Disabilities <sup>1</sup>	746	38.4	14.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	158	19.7	73	9.0
Male	280	25.0	187	16.4
Black or African American	136	23.2	87	14.6
Hispanic or Latino	171	25.6	108	16.0
White	88	17.7	44	8.7
English Learners	15	26.8	7	12.5
Eligible for Free or Reduced-Price Meals	353	27.8	211	16.3
Students with Disabilities	294	37.4	114	14.1
District	438	22.8	260	13.3
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 129

Number of school-based arrests: 33

<sup>2</sup>A 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.

<sup>3</sup>The 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 2017-18

## Area Cooperative Educational Services

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	105.4
Paraprofessional Instructional Assistants	18.5
<b>Special Education</b>	
Teachers and Instructors	88.5
Paraprofessional Instructional Assistants	266.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	11.0
School Level	13.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	17.2
Counselors, Social Workers and School Psychologists	29.0
School Nurses	10.7
Other Staff Providing Non-Instructional Services/Support	138.0

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.7	1.1
Black or African American	15	5.4	3.7
Hispanic or Latino	10	3.6	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	250	90.3	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.2	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	*	11	34.4
Hispanic or Latino	7	*	12	28.6
White	*	*	*	*
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	16	45.7	27	24.5
Students with Disabilities	19	45.2	32	23.7
District	19	45.2	32	23.7
State		69.3		80.1

<sup>2</sup>College-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 Peers<sup>3</sup>

	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		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Area Cooperative Educational Services

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	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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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	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:<sup>4</sup> 2016-17

	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

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	61	71.2	61	66.3
Black or African American	377	52.2	375	44.3
Hispanic or Latino	521	57.4	520	49.3
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	61	67.3	61	56.7
White	326	62.7	324	56.4
English Learners	121	52.0	120	46.6
Non-English Learners	1233	58.9	1229	51.1
Eligible for Free or Reduced-Price Meals	609	53.3	605	46.1
Not Eligible for Free or Reduced-Price Meals	745	62.3	744	54.5
Students with Disabilities	393	39.4	388	32.1
Students without Disabilities	961	66.0	961	58.2
High Needs	834	51.2	829	43.9
Non-High Needs	520	69.6	520	61.6
District	1354	58.3	1349	50.7

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	68.9	74.5	83.9	39.1	760	75.4
Curl Up	62.2	82.5	87.3	52.2	760	80.1
Push Up	42.2	64.0	67.9	26.1	760	60.7
Mile Run/PACER	83.3	85.8	80.9	32.6	760	80.4
All Tests - District	25.6	50.8	55.2	26.1	760	48.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Area Cooperative Educational Services

### Cohort Graduation: Four-Year<sup>1</sup>

	2016-17	
	Cohort Count <sup>2</sup>	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		87.9

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	32.6	0	0.0
Male	32.8	*	*
Black or African American	42.2	0	0.0
Hispanic or Latino	40.4	0	0.0
White	*	*	*
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	37.2	0	0.0
Students with Disabilities	32.8	*	*
District	32.8	*	*
State	96.3		44.8

<sup>3</sup>College 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

<sup>4</sup>Participation 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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	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	70.9	88.3

<sup>5</sup>College 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.

<sup>6</sup>College 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 2017-18

## 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.3	75	38.9	50	77.7	67.6
	High Needs Students	51.2	75	34.1	50	68.3	57.5
Math Performance Index	All Students	50.7	75	33.8	50	67.6	62.7
	High Needs Students	43.9	75	29.3	50	58.5	52.0
ELA Academic Growth	All Students	54.9%	100%	54.9	100	54.9	60.7%
	High Needs Students	52.1%	100%	52.1	100	52.1	55.6%
Math Academic Growth	All Students	56.2%	100%	56.2	100	56.2	61.9%
	High Needs Students	51.8%	100%	51.8	100	51.8	55.4%
Chronic Absenteeism	All Students	22.8%	<=5%	14.5	50	28.9	10.7%
	High Needs Students	27.6%	<=5%	4.8	50	9.7	16.6%
Preparation for CCR	% Taking Courses	28.8%	75%	19.2	50	38.4	74.8%
	% Passing Exams	0.6%	75%	0.4	50	0.8	44.8%
On-track to High School Graduation		82.5%	94%	43.9	50	87.8	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		10.3%	75%	13.7	100	13.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		88.5%   48.0%	75%	16.0	50	32.0	96.6%   50.1%
Arts Access		10.2%	60%	8.5	50	17.1	51.2%
<b>Accountability Index</b>				<b>472.1</b>	<b>1050</b>	<b>45.0</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	69.6	51.2	18.4	15.9	
Math Performance Index Gap	61.6	43.9	17.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.7
	High Needs Students	98.0
Math	All Students	98.2
	High Needs Students	97.2
Science	All Students	95.9
	High Needs Students	94.1

<sup>3</sup>Minimum 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: 45.6**

**State: 51.5**

#### 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 2017-18

## 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 is dedicated to enhancing and transforming lives through education, innovation, and leadership. Our vision is to create an equitable and socially just world, one life at a time by engaging the community through Open and Magnet School Parent Choice programs and Minority Teacher Recruitment initiatives. We offer behavior services for individuals on the autism spectrum, occupational physical therapy, professional development, and technology 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. The Integrated Preschool program offers an active, supportive learning environment in which special needs children and typical peers learn together through developmentally appropriate theme-based activities and experiences. The curriculum is based on the Preschool Common Core State Standards as well as the Connecticut Early Learning and Development Standards. Schools also assess and provide training around pre-vocational and community skills for students. Mentoring programs and after school clubs or activities for students with autism facilitate social skills and leisure skills. Staff participate 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. Ongoing trainings focus on addressing reading difficulties that impact the academic setting. Technology engages students in the development of academic and social 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 meetings 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 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 2017-18

## 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.