

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



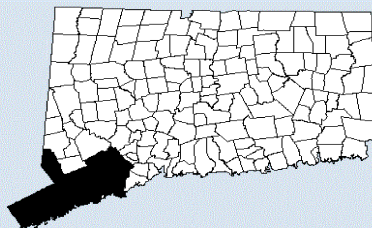
Cooperative Educational Services

203-365-8803

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	859
Per Pupil Expenditures ¹	\$30,721
Total Expenditures ¹	\$31,888,352

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 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.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	336	39.1	48.4
Male	523	60.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	34	4.0	5.2
Black or African American	203	23.6	12.7
Hispanic or Latino of any race	329	38.3	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	41	4.8	3.8
White	250	29.1	51.1
English Learners	43	5.0	8.3
Eligible for Free or Reduced-Price Meals	417	48.5	43.3
Students with Disabilities ³	355	41.3	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	38	15.6	10	2.9
Male	103	23.5	29	5.3
Black or African American	33	20.9	*	*
Hispanic or Latino of any race	45	19.1	15	4.5
White	54	24.9	17	6.4
English Learners	10	26.3	0	0.0
Eligible for Free or Reduced-Price Meals	87	27.7	26	6.0
Students with Disabilities	109	31.6	36	9.4
District	141	20.7	39	4.4
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 30

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays 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 2019-20

Cooperative Educational Services

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	43.0
Paraprofessional Instructional Assistants	44.3
Special Education	
Teachers and Instructors	69.0
Paraprofessional Instructional Assistants	183.5
Administrators, Coordinators and Department Chairs	
District Central Office	6.9
School Level	9.6
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	14.5
Counselors, Social Workers and School Psychologists	24.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	79.3

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.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	5	2.9	1.2
Black or African American	2	1.2	4.0
Hispanic or Latino of any race	7	4.1	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	157	91.8	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.9	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	12	*
Hispanic or Latino of any race	10	*	11	*
White	14	*	22	61.1
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	13	*	18	75.0
Students with Disabilities	31	96.9	52	72.2
District	31	96.9	52	72.2
State		75.8		84.8

² 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 Peers³

	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		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Cooperative Educational Services

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$25,718,236	\$24,777	\$10,923
Support services - students	\$356,753	\$344	\$1,277
Support services - instruction	\$420,940	\$406	\$682
Support services - general administration	\$629,676	\$607	\$467
Support services - school based administration	\$1,347,082	\$1,298	\$1,021
Central and other support services	\$707,045	\$681	\$679
Operation and maintenance of plant	\$2,482,180	\$2,391	\$1,718
Student transportation services	\$177,080	\$1,807	\$1,288
Food services	.	.	\$12
Enterprise operations	\$49,360	\$48	\$163
Minor school construction	.	.	\$59
Total	\$31,888,352	\$30,721	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,901,670	29.8	28.5
Instructional Aide Salaries	\$4,856,287	21.0	10.1
Other Salaries	\$3,083,094	13.3	11.1
Employee Benefits	\$3,535,204	15.3	13.0
Purchased Services Other Than Transportation	\$2,615,397	11.3	5.7
Special Education Tuition	.	.	22.5
Supplies	\$600,676	2.6	0.6
Property Services	\$1,355,517	5.9	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	\$195,268	0.8	0.2
All Other Expenditures	\$17,512	0.1	0.1
Total	\$23,160,624	100.0	100.0
Percent of Total Expenditures Used for Special Education		72.6	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	84.6
State	15.1
Federal	0.3
Tuition & Other	.

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

District Profile and Performance Report for School Year 2019-20

Cooperative Educational Services

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	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		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	36.4	*
District	36.4	*
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	69.7%	100%	60.4%
	Oral	68.9%	100%	57.6%
Chronic Absenteeism	All Students	20.7%	<=5%	12.2%
	High Needs Students	26.3%	<=5%	18.0%
Preparation for CCR	% Taking Courses	79.8%	75%	80.4%
On-track to High School Graduation		60.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		36.3%	75%	71.5%
Arts Access		0.6%	60%	51.8%

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
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.

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

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Cooperative Educational Services

Narratives

School District Improvement Plans and Parental Outreach Activities

All C.E.S. schools and programs develop comprehensive school improvement plans aligned with the agency's Strategic Plan. At Six to Six Magnet School, the school's School Planning and Management Team (SPMT), which is made up of administration, teachers, paraprofessionals, and parents at Six to Six Magnet School, developed a comprehensive school improvement plan focused on the goal to continuously improve student academic and social emotional/behavioral performance. The staff engaged in professional development on early childhood, writing and mathematics, as well as NGSS instruction. Curriculum development in literacy and mathematics continued as well. Six to Six effectively utilizes Scientifically Research-based Interventions to meet the needs of students in both literacy and mathematics. We have partnerships in science with The Maritime Aquarium, the Eli Whitney Museum, The Audubon Society, Peabody Museum, and the Goldstone Apple Valley Remote Telescope (NASA). The C.E.S. division of Special Education has continued to expand the availability of bilingual psychological and psychoeducational evaluation as well as speech services to districts. The division has also expanded transition program options for students ages 18-21 who have both developmental and behavioral needs. The Regional Center for the Arts (RCA) continued to align curriculum with the national standards for the arts.

In regard to truancy, our procedures include daily parent communication regarding unexcused absences, weekly review of student attendance concerns, and family meetings when needed. Truancy efforts also include automated attendance calls which are made daily. Excessive absences result in an administrator/ student/ parent conference and improvement plan.

Family efforts include outreach through electronic means. Parents participate in an annual Open House and regularly attend student performances. Many parents are part of our parent organizations, such as PTSA and Parents of Performing Students. Parent conferences are scheduled twice a year. At Six to Six, through our family center, before and after-school programs, pre-school (for children ages 3 and 4) and health center, the School strives to build strong relationships between home and school and support the needs of working parents and families. Understanding that these bonds have a profound impact on student achievement, we continue to find ways in which these connections can be strengthened. Our early childhood coordinator works with parents on how to help their child at home as well as coordinating the re-accreditation process through the National Association for the Education of Young Children. Six to Six Magnet School parents participate in our Strategic Planning and Management Team (SPMT) which is a site-based leadership team modeled after Yale University's Comer-Zigler process.

Efforts to Reduce Racial, Ethnic and Economic Isolation

As Interdistrict Magnet Schools, Six to Six and RCA epitomize the state's efforts to reduce racial, ethnic and economic isolation. We admit students from a variety of districts with a focus to attain a 50% - 50% urban-suburban balance as well as a minority-non minority balance. Admittance into Six to Six and RCA is entirely through a blind lottery. In 2019-20, Six to Six enrolled 455 students participating in the program from the age of three through 8th grade. Our classrooms held multicultural potluck suppers throughout the year to celebrate student learning. At RCA our enrollment was 171. At RCA students engage in a variety of multicultural performances in theater, dance, and music.

.Our Open Choice students are residents of Bridgeport who we transport to surrounding suburban communities. Our students differ from the students in the receiving districts racially, ethnically, economically, or any combination of those factors. Therefore Open Choice reduces isolation for both the students transported and those in the receiving district.

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Cooperative Educational Services

Equitable Allocation of Resources among District Schools

At C.E.S. district resources are allocated based on student enrollment and student need. All Title I funds are allocated to Six to Six Magnet School to implement targeted interventions for students performing below grade level. In our Special Education Programs district tuition is directly tied to the student's Individualized Education Program.