

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

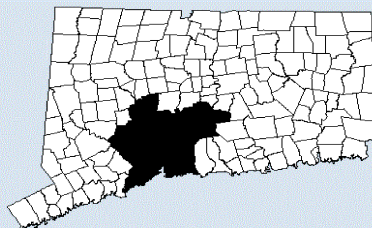


## Area Cooperative Educational Services

Dr. Thomas Danehy, Superintendent • 203-498-6817 • [www.aces.org](http://www.aces.org)

### District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	1,836
Per Pupil Expenditures <sup>1</sup>	\$34,302
Total Expenditures <sup>1</sup>	\$75,086,894

<sup>1</sup> 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](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 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 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	773	42.1	48.4
Male	1,063	57.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	66	3.6	5.2
Black or African American	575	31.3	12.7
Hispanic or Latino of any race	672	36.6	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	79	4.3	3.8
White	434	23.6	51.1
English Learners	128	7.0	8.3
Eligible for Free or Reduced-Price Meals	1,135	61.8	43.3
Students with Disabilities <sup>3</sup>	762	41.5	16.0

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

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	140	18.4	64	8.0
Male	265	25.2	169	14.9
Black or African American	156	26.9	117	19.0
Hispanic or Latino of any race	141	21.6	73	10.5
White	79	18.6	27	5.9
English Learners	28	22.8	11	8.3
Eligible for Free or Reduced-Price Meals	267	24.3	171	13.5
Students with Disabilities	288	36.9	131	15.5
District	405	22.4	233	12.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 205

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.

<sup>4</sup> 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.

<sup>5</sup> 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

## Area Cooperative Educational Services

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	108.6
Paraprofessional Instructional Assistants	20.3
<b>Special Education</b>	
Teachers and Instructors	91.0
Paraprofessional Instructional Assistants	284.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	10.0
School Level	17.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	19.7
Counselors, Social Workers and School Psychologists	31.0
School Nurses	12.2
Other Staff Providing Non-Instructional Services/Support	139.7

<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	3	1.0	1.2
Black or African American	13	4.5	4.0
Hispanic or Latino of any race	13	4.5	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	261	90.0	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.2	10.4

### 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	9	45.0	14	36.8
Hispanic or Latino of any race	10	*	*	*
White	*	*	9	18.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	16	25.0
Students with Disabilities	22	43.1	29	22.5
District	22	43.1	29	22.5
State		75.8		84.8

<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		67.8

<sup>3</sup> 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).

# District Profile and Performance Report for School Year 2019-20

## Area Cooperative Educational Services

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

	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

<sup>1</sup> 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 District<sup>2</sup>

	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

<sup>2</sup> 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 Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$50,660,562	\$23,143	\$10,923
Support services - students	\$4,921,283	\$2,248	\$1,277
Support services - instruction	\$1,568,371	\$716	\$682
Support services - general administration	\$2,613,369	\$1,194	\$467
Support services - school based administration	\$2,158,795	\$986	\$1,021
Central and other support services	\$3,584,748	\$1,638	\$679
Operation and maintenance of plant	\$6,630,174	\$3,029	\$1,718
Student transportation services	\$2,949,594	\$2,491	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$75,086,894	\$34,302	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$8,810,176	20.5	28.5
Instructional Aide Salaries	\$6,759,853	15.7	10.1
Other Salaries	\$14,472,855	33.7	11.1
Employee Benefits	\$7,579,488	17.6	13.0
Purchased Services Other Than Transportation	\$1,494,982	3.5	5.7
Special Education Tuition	.	.	22.5
Supplies	\$2,026,560	4.7	0.6
Property Services	\$1,426,437	3.3	0.3
Purchased Services For Transportation	\$31,198	0.1	8.0
Equipment	\$386,362	0.9	0.2
All Other Expenditures	\$7,078	0.0	0.1
Total	\$42,994,990	100.0	100.0
Percent of Total Expenditures Used for Special Education		57.3	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	81.9
State	16.5
Federal	1.1
Tuition & Other	0.5

<sup>4</sup> 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

## 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.

*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 Proficient<sup>1</sup>

	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

<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 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

## Area Cooperative Educational Services

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

	2018-19	
	Cohort Count <sup>2</sup>	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

<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 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:*

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

### College Entrance and Persistence

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

<sup>3</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>4</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 2019-20

## 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.

*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	58.5%	100%	60.4%
	Oral	60.0%	100%	57.6%
Chronic Absenteeism	All Students	22.4%	<=5%	12.2%
	High Needs Students	25.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	28.3%	75%	80.4%
On-track to High School Graduation		77.8%	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)		.	75%	71.5%
Arts Access		7.9%	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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
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.

*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

## Area Cooperative Educational Services

### Narratives

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#### 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 2019-20

## 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 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 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.