

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

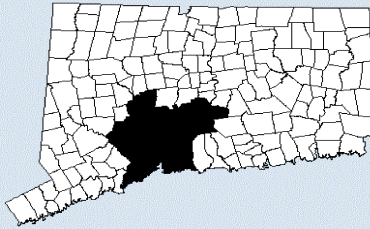


Area Cooperative Educational Services

Dr. Thomas Danehy, Superintendent • 203-498-6817 • www.aces.org

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	1,939
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2013-14 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	808	41.7	48.3
Male	1,131	58.3	51.6
American Indian or Alaska Native	*	*	0.2
Asian	72	3.7	4.7
Black or African American	552	28.5	12.9
Hispanic or Latino	602	31.0	22.1
Pacific Islander	*	*	0.0
Two or More Races	69	3.6	2.5
White	639	33.0	57.2
English Language Learners	56	2.9	6.3
Eligible for Free or Reduced-Price Meals	1,130	58.3	37.6
Students with Disabilities ¹	747	38.5	13.3

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	144	18.0	74	9.1
Male	260	22.4	186	15.6
Black or African American	116	20.4	100	17.2
Hispanic or Latino	163	26.5	103	16.3
White	96	15.3	50	7.7
English Language Learners	7	12.1	9	15.5
Eligible for Free or Reduced-Price Meals	328	28.1	218	17.6
Students with Disabilities	279	35.5	121	14.4
District	404	20.6	260	12.9
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 153

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.

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Area Cooperative Educational Services

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	114.3
Paraprofessional Instructional Assistants	23.4
Special Education	
Teachers and Instructors	87.5
Paraprofessional Instructional Assistants	253.2
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	13.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	15.3
Counselors, Social Workers and School Psychologists	28.0
School Nurses	11.5
Other Staff Providing Non-Instructional Services/Support	135.3

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	0.4	1.0
Black or African American	11	3.9	3.5
Hispanic or Latino	8	2.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	261	92.9	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.1	9.2

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	*	9	26.5
Hispanic or Latino	*	*	*	*
White	*	*	12	25.5
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	13	40.6	22	23.4
Students with Disabilities	17	37.8	30	24.8
District	17	37.8	30	24.8
State		58.4		73.8

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		69.7

⁴Ages 6-21

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Area Cooperative Educational Services

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.4
Other Health Impairment	0	0.0	2.6
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	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: 2013-14

	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:⁴ 2013-14

	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).

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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	*	*	*	*	N/A	N/A
Asian	57	62.2	57	55.6	20	56.9
Black or African American	385	53.0	383	41.1	111	43.3
Hispanic or Latino	458	54.4	460	43.6	114	45.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	47	58.0	47	46.2	11	*
White	446	61.5	445	52.4	124	52.8
English Language Learners	66	44.2	66	35.2	12	*
Non-English Language Learners	1332	57.4	1331	46.8	368	48.2
Eligible for Free or Reduced-Price Meals	787	52.3	788	41.0	186	42.4
Not Eligible for Free or Reduced-Price Meals	611	62.4	609	53.1	194	53.3
Students with Disabilities	425	37.8	425	27.9	62	27.9
Students without Disabilities	973	65.0	972	54.3	318	51.9
High Needs	940	50.4	940	39.4	211	41.0
Non-High Needs	458	69.8	457	60.2	169	56.7
District	1398	56.7	1397	46.3	380	48.0

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	71.3	76.5	82.2	44.4	770	77.0
Curl Up	48.9	70.3	81.9	48.1	770	71.6
Push Up	72.3	59.7	57.6	33.3	770	59.5
Mile Run/PACER	38.3	63.5	62.1	29.6	770	58.7
All Tests - District	21.3	33.8	38.8	*	770	33.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

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.

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Area Cooperative Educational Services

Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A	N/A
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	0.0	0	0.0
Male	0.0	0	0.0
Black or African American	0.0	0	0.0
Hispanic or Latino	0.0	0	0.0
White	0.0	0	0.0
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0.0	0	0.0
Students with Disabilities	0.0	0	0.0
District	0.0	0	0.0
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	*	*
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	72.6	88.8

⁷College 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.

⁸College 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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Area Cooperative Educational Services

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	56.7	75	75.6	100	75.6	67.9
	High Needs Students	50.4	75	67.2	100	67.2	56.7
Math Performance Index	All Students	46.3	75	61.7	100	61.7	59.3
	High Needs Students	39.4	75	52.6	100	52.6	47.8
Science Performance Index	All Students	48.0	75	63.9	100	63.9	56.5
	High Needs Students	41.0	75	54.6	100	54.6	45.9
Chronic Absenteeism	All Students	20.6%	<=5%	18.7	50	37.5	10.6%
	High Needs Students	26.5%	<=5%	6.9	50	13.8	17.3%
Preparation for CCR	% Taking Courses	28.3%	75%	18.9	50	37.8	66.1%
	% Passing Exams	N/A	75%	0.0	50	0.0	37.3%
On-track to High School Graduation		74.3%	94%	39.5	50	79.1	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		8.9%	75%	11.9	100	11.9	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		87.1% 33.4%	75%	11.1	50	22.3	87.6% 51.0%
Arts Access		15.9%	60%	13.3	50	26.5	45.7%
Accountability Index				495.9	1050	47.2	

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	69.8	50.4	19.4	17.3	
Math Performance Index Gap	60.2	39.4	20.8	19.6	
Science Performance Index Gap	56.7	41.0	15.7	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.6
	High Needs Students	97.9
Math	All Students	98.4
	High Needs Students	97.7
Science	All Students	99.7
	High Needs Students	100.0

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: 35.9 State: 50.1

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 2014-15

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. Our ACES Schools & Programs are the Center for Autism Spectrum and Developmental Disorders, Mill Road School, Village School, Whitney High School East

West and Whitney High School. Our school's outreach to parents ranged from participation at the New Haven Resource Fair in order to provide practical information and resources to parents and teachers who have and work with children with special needs to hosting Book Fairs at Mill Road School during parent conferences or the dissemination of information through the ACES website and the School Messenger system. Our schools engage parents in communication through various web based applications along with more personalized methods of parent engagement such as PTO, Parent Nights, Trunk n Treat at Village and the educational series at Whitney North where agencies such as Chapel Haven, Connecticut Parent Advocacy Center (CPAC), DCF Voluntary Services and Connecticut Talent Assistance Cooperative from Gateway Community College were available to meet and develop a connection with families around available community resources.

The aim of our schools is to inform parents regarding relevant and useful opportunities available to assist with educational and career readiness. Pet Therapy at Mill Road, adaptive tennis equipment and lessons at CASDD along with the Whitney North photo Archiving business are examples of plans developed to improve social, emotional and vocational skills. ACES award winning presentation at the CECA/CASL Conference on Coding and Collaboration was brought to life when our WIMS magnet students met with students from Village (using the program Scratch) to developing learning games. The Analysis in Education Series (BAES) provided an opportunity for Dr. John Molteni, PhD, BCBA-D, Director of the Institute for Autism and Behavioral Studies at the University of Saint Joseph, to present a talk titled, "Too Much of a Good Thing? Ethical Considerations in the Use of Reinforcement" and Dr. Gregory Hanley shared his thoughts on preventing problem behavior to staff from Village School, Behavior Services and the Autism Center.

ACES CREATE (Continued Relevant Education and Transition Experiences) at Whitney East/West

is a transition program that affords students the opportunity to prepare for life after high school while accruing high school credits if necessary. This unique program provides comprehensive transition services to accommodate special education students with varying ability levels in a safe, supportive and nurturing environment. The ACES Summer Academy provided students grades 9-12 a researched-based online learning system to provide customized, accredited learning opportunities with courses ranging from credit recovery, college preparatory, and enrichment classes. Each of these opportunities is enhanced by the support of the curriculum department that focused on the provision of training around assessment, data collection and interventions to support student learning. The ACES Programs at the West Haven High School and Yale New Haven Hospital, St Raphael Campus fills a critical gap in services.

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 three interdistrict magnet schools enrolling over sixteen hundred 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 as well as a visitation site for Turn Around Schools. 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 language arts enrichment.

ACES has been instrumental in Minority Teacher Recruitment (MTR) efforts in Connecticut. 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 middle, high school and college students.

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.

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Area Cooperative Educational Services

Equitable Allocation of Resources among District Schools

ACES is the Regional Educational Service Center for 25 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.