

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



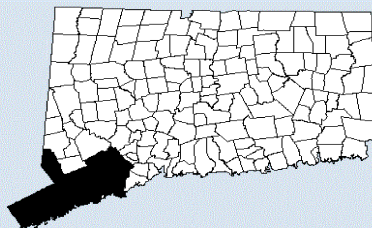
Cooperative Educational Services

203-365-8803

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	839
Per Pupil Expenditures ¹	\$28,497
Total Expenditures ¹	\$29,978,829

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	339	40.4	48.4
Male	500	59.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	199	23.7	12.8
Hispanic or Latino of any race	326	38.9	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	37	4.4	3.6
White	246	29.3	52.4
English Learners	32	3.8	7.6
Eligible for Free or Reduced-Price Meals	315	37.5	42.1
Students with Disabilities ³	354	42.2	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	30	11.5	12	3.3
Male	98	22.9	26	4.8
Black or African American	28	17.1	8	3.7
Hispanic or Latino of any race	54	21.4	14	4.1
White	38	18.1	13	4.8
English Learners	6	15.8	0	0.0
Eligible for Free or Reduced-Price Meals	64	24.1	16	4.8
Students with Disabilities	112	31.2	26	6.5
District	128	18.6	38	4.2
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 64

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This 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 2018-19

Cooperative Educational Services

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	42.7
Paraprofessional Instructional Assistants	49.2
Special Education	
Teachers and Instructors	68.0
Paraprofessional Instructional Assistants	162.4
Administrators, Coordinators and Department Chairs	
District Central Office	6.4
School Level	8.6
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	14.5
Counselors, Social Workers and School Psychologists	21.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	79.8

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	5	3.0	1.1
Black or African American	2	1.2	3.8
Hispanic or Latino of any race	6	3.6	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	152	92.1	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	10.0

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	6	*	*	*
Hispanic or Latino of any race	*	*	7	*
White	7	*	17	44.7
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	11	*	13	43.3
Students with Disabilities	18	85.7	32	43.2
District	18	85.7	32	43.2
State		74.5		85.2

²College-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		67.6

³This 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 2018-19

Cooperative Educational Services

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

¹This 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

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$22,468,110	\$21,358	\$10,545
Support services - students	\$937,074	\$891	\$1,373
Support services - instruction	\$339,770	\$323	\$644
Support services - general administration	\$1,246,385	\$1,185	\$462
Support services - school based administration	\$1,091,624	\$1,038	\$1,007
Central and other support services	\$1,261,423	\$1,199	\$671
Operation and maintenance of plant	\$2,424,080	\$2,304	\$1,629
Student transportation services	\$124,800	\$1,300	\$1,231
Food services	.	.	\$13
Enterprise operations	\$85,562	\$81	\$157
Minor school construction	.	.	\$65
Total	\$29,978,829	\$28,497	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,398,689	30.8	29.7
Instructional Aide Salaries	\$2,901,655	14.0	9.6
Other Salaries	\$3,971,343	19.1	10.4
Employee Benefits	\$3,630,144	17.5	13.0
Purchased Services Other Than Transportation	\$2,072,689	10.0	5.5
Special Education Tuition	.	.	22.6
Supplies	\$492,525	2.4	0.6
Property Services	\$1,113,991	5.4	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	\$195,859	0.9	0.2
All Other Expenditures	\$22,125	0.1	0.1
Total	\$20,799,020	100.0	100.0
Percent of Total Expenditures Used for Special Education		69.4	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	84.3
State	15.4
Federal	0.3
Tuition & Other	.

⁴Revenue 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 2018-19

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	0	N/A	0	N/A	0	N/A
Asian	15	*	15	*	*	*
Black or African American	98	58.7	98	53.1	34	50.2
Hispanic or Latino of any race	147	60.2	147	53.2	52	54.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	16	*	16	*	*	*
White	95	54.7	95	48.6	42	46.5
English Learners	20	48.3	20	42.8	*	*
Non-English Learners	351	59.6	351	52.9	*	*
Eligible for Free or Reduced-Price Meals	140	53.2	140	46.7	59	46.1
Not Eligible for Free or Reduced-Price Meals	231	62.4	231	55.9	79	55.8
Students with Disabilities	145	40.5	145	33.2	74	37.1
Students without Disabilities	226	70.8	226	64.7	64	68.4
High Needs	223	49.5	223	43.2	93	43.4
Non-High Needs	148	73.1	148	66.3	45	68.6
District	371	58.9	371	52.4	138	51.6

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

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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	82.2	79.2	73.3	28.0	178	70.8
Curl Up	71.1	64.6	58.3	*	178	56.2
Push Up	55.6	56.3	50.0	*	178	46.6
Mile Run/PACER	48.9	60.4	38.3	0.0	178	41.6
All Tests - District	28.9	50.0	36.7	0.0	178	33.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

District Profile and Performance Report for School Year 2018-19

Cooperative Educational Services

Cohort Graduation: Four-Year¹

	2017-18	
	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		88.3

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

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	45.0	0	0.0
Male	44.0	*	*
Black or African American	*	0	0.0
Hispanic or Latino of any race	38.1	0	0.0
White	50.0	*	*
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	38.1	0	0.0
Students with Disabilities	44.2	*	*
District	44.2	*	*
State	95.9		42.6

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2019 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2019 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2019

College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	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	71.0	87.8

⁵College 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.

⁶College 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 2018-19

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.9	75	39.3	50	78.6	67.7
	High Needs Students	49.5	75	33.0	50	66.1	58.1
Math Performance Index	All Students	52.4	75	34.9	50	69.9	63.1
	High Needs Students	43.2	75	28.8	50	57.6	52.7
Science Performance Index	All Students	51.6	75	34.4	50	68.8	63.8
	High Needs Students	43.4	75	28.9	50	57.9	54.2
ELA Academic Growth	All Students	60.2%	100%	60.2	100	60.2	59.9%
	High Needs Students	57.7%	100%	57.7	100	57.7	55.1%
Math Academic Growth	All Students	61.3%	100%	61.3	100	61.3	62.5%
	High Needs Students	59.9%	100%	59.9	100	59.9	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	18.6%	<=5%	22.9	50	45.8	10.4%
	High Needs Students	24.7%	<=5%	10.5	50	21.1	16.1%
Preparation for CCR	% Taking Courses	52.6%	75%	35.1	50	70.2	80.0%
	% Passing Exams	3.2%	75%	2.1	50	4.2	42.6%
On-track to High School Graduation		49.5%	94%	26.3	50	52.7	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.0% 33.1%	75%	11.0	50	22.1	96.4% 52.9%
Arts Access		2.5%	60%	2.1	50	4.1	51.9%
Accountability Index				548.5	1050	52.2	

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
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	73.1	49.5	23.6	15.4	
Math Performance Index Gap	66.3	43.2	23.2	17.6	
Science Performance Index Gap	68.6	43.4	25.1	16.1	
Graduation Rate Gap	

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.5
	High Needs Students	99.2
Math	All Students	99.3
	High Needs Students	98.8
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

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 revisions based on the new Common Core State Standards began in 2010 and continued through the present. Curriculum development in science aligned with the NGSS 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 expanded 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 new 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 2018-19, 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 205. 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.

District Profile and Performance Report for School Year 2018-19

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.