

STRATEGIC SCHOOL PROFILE 2007-08**Area Cooperative Educational Services**

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Location: 350 State Street

North Haven,

Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven

Per Capita Income in 2000: N/A

Town Population in 2000: N/A

Percent of Adults without a High School Diploma in 2000*: N/A

1990-2000 Population Growth: N/A

Percent of Adults Who Were Not Fluent in English in 2000*: N/A

Number of Public Schools: 3

District Enrollment as % of Estimated. Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2007 2,098

5-Year Enrollment Change -1.0%

DISTRICT GRADE RANGE

Grade Range

K-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	808	38.5	N/A	28.7
K-12 Students Who Are Not Fluent in English	39	1.9	N/A	5.4
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	751	35.8	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	41	71.9	N/A	79.2
Homeless	0	0.0	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	2	9.5	N/A	20.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.3
Asian American	72	3.4
Black	628	29.9
Hispanic	489	23.3
White	903	43.0
Total Minority	1,195	57.0

Percent of Minority Professional Staff: 7.2%

Non-English Home Language: 4.6% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 13.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

As a Regional Educational Service Center, Area Cooperative Education Services (ACES) works together with our twenty-five member school districts to reduce academic and social issues stemming from racial, ethnic, and economic isolation. To successfully achieve our mission, ACES operates four interdistrict magnet schools enrolling over two thousand 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 have also served as laboratory schools for our state universities. Our magnet schools have also had the opportunity to participate along with other school districts in the interdistrict grant partnerships. Here, our schools work along with fellow schools from other districts. We have co-partnered for technology, math, 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 Legislature to enhance MTR efforts statewide through a marketing campaign that focuses on the Future Teacher's Pipeline, The Alternate Route to Certification and Teacher Preparation Opportunities. We also partnered with organizations, colleges & universities to promote teaching as a profession to middle, high school and college students.

We also have a strong 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 an all district diversity activity held each spring and a district-wide professional development day which focused on celebrating diversity.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	54.3	52.0	39.9
Writing	71.4	63.4	51.5
Mathematics	58.6	60.0	31.3
Grade 4 Reading	43.5	55.9	12.7
Writing	56.5	62.9	21.4
Mathematics	42.0	60.3	10.1
Grade 5 Reading	43.9	62.2	11.1
Writing	54.5	64.5	18.5
Mathematics	47.0	65.9	10.5
Science	43.9	54.9	16.0
Grade 6 Reading	60.7	66.3	20.2
Writing	59.1	61.9	31.0
Mathematics	50.3	66.4	11.9
Grade 7 Reading	54.0	71.1	11.0
Writing	44.0	62.0	12.3
Mathematics	45.1	63.0	12.9
Grade 8 Reading	41.0	64.8	9.4
Writing	40.1	63.4	8.8
Mathematics	39.9	60.8	11.9
Science	46.1	58.6	19.5

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	32.6	36.1	34.2

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		53.8	77.6	
Average Score	Mathematics	404	504	5.4
	Critical Reading	467	502	14.6
	Writing	421	503	7.7

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	86.7	92.6	10.8
Cumulative Four-Year Dropout Rate for Class of 2007	3.1	6.2	51.9
2006-07 Annual Dropout Rate for Grade 9 through 12	2.1	1.7	20.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	46.2	83.4
% Employed (Civilian Employment and in Armed Services)	30.8	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	124.25
Paraprofessional Instructional Assistants	40.25
Special Education	
Teachers and Instructors	90.80
Paraprofessional Instructional Assistants	172.50
Library/Media Specialists and Assistants	3.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	9.00
School Level	14.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.25
Counselors, Social Workers, and School Psychologists	25.00
School Nurses	10.00
Other Staff Providing Non-Instructional Services and Support	130.55

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	11.3	N/A	13.6
% with Master's Degree or Above	76.5	N/A	75.6

Average Class Size	District	DRG	State
Grade K	19.0	N/A	18.1
Grade 2	23.0	N/A	19.3
Grade 5	22.3	N/A	20.9
Grade 7	19.9	N/A	20.5
High School	13.3	N/A	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,077	N/A	987
Middle School	1,019	N/A	1,017
High School	990	N/A	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.9	N/A	3.4
Middle School	0.9	N/A	2.7
High School	2.8	N/A	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Districts	DRG	State
Instructional Staff and Services	N/A	N/A	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A	N/A	N/A
Transportation	N/A	N/A	N/A	N/A	N/A
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A
Additional Expenditures					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A

Special Education Expenditures	
Total Expenditures	N/A
Percent of Total PK-12 Expenditures Used for Special Education	N/A

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	N/A	N/A	N/A	N/A
Excluding School Construction	N/A	N/A	N/A	N/A

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Area Cooperative Educational Services is the Regional Educational Service center for twenty-five school districts in south central Connecticut. Each local school district appoints a representative to the ACES Governing Board of Education. Our Board works collectively to set a strategic direction for our organization based on the educational needs of the region and our own school system. ACES operates schools and programs based on these needs and the Governing Board ensures the equitable allocation of resources among the programs. Each of our Interdistrict magnet schools has a steering committee which monitors and approves resource allocations in their respective program. Local funding, State of Connecticut magnet school support, and grant resources are utilized to achieve 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), and ACES Central Administration.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	N/A	N/A
2006-07 Annual Dropout Rate for Students Aged 14 to 21	N/A	N/A

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	14.2	20.4	51.0	62.1
	Writing	7.5	19.3	49.9	63.0
	Mathematics	10.0	22.6	45.8	62.7
	Science	13.0	22.2	45.7	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	100.0
	% With Accommodations	0.0
CAPT	% Without Accommodations	53.8
	% With Accommodations	46.2
% Assessed Using Skills Checklist		1.3

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Area Cooperative Educational Services (ACES) focused on improving services to students with disabilities by creating schools where the environment was designed for student success (EDSS). Students practiced independence and self advocacy as they moved within and between buildings where the environment was familiar and predictable. Committees from across the district worked to align the literacy and science curriculum to state standards.

Whitney North High School expanded their focus on literacy by developing of a resource library and a course that connected literacy and drama. Literacy was also the topic for in-service training at the Village School. Whitney North also expanded their services by developing a 5th year elective around vocational skill development.

Grants supported the development of social skills by building upon an afterschool program at Mill Road School called the Connecticut Tigers. This program connected special needs students with typical peers in performances that demonstrated collaboration and athletic skills. The Whitney East/West High School students were involved in a grant funded Gardening for Life program that allowed them to partner with Lyman Hall students to create a hands on program that benefited the students as well as supported a local soup kitchen with produce grown by the students. Additional community connections were made by involving various students with the 4H Club and the Boy Scouts. Grants also supported parent and family involvement. A national presenter for Sibshops provided training to the Village School families and families within the ACES region. Sibshops reflect a belief that brothers and sisters have much to offer one another and provide training to families and schools. Parent training also included instruction around literacy and sign language.

Collaborative programs support the integration of special needs students with typical peers in their home school. The Madison TCLC program focuses on integrated pre-school and EIBI/ABA. The high school programs in East Haven and West Haven focus on students with Intellectual Disabilities. This past year, ACES partnered with Hamden Public Schools to create an opportunity for their ID students to engage in inclusive academic and social opportunities. Expanded opportunities for integration with typical peers continue to take place at ACES Wintergreen Interdistrict Magnet School, Whitney High East and West and Village School.

ACES Strategic Plan process focused on setting the stage for the coming year in order to develop and implement plans to effectively use assessment data, improve instruction and identify appropriate interventions to improve student achievement.
