

STRATEGIC SCHOOL PROFILE 2009-10**Area Cooperative Educational Services**

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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

Town Population in 2000: N/A

1990-2000 Population Growth: N/A

Number of Public Schools: 3

Per Capita Income in 2000: N/A

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

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

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, 2009 2,076
 5-Year Enrollment Change 39.0%

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	1,157	55.7	N/A	32.6
K-12 Students Who Are Not Fluent in English	44	2.1	N/A	5.4
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.1
PK-12 Students Receiving Special Education Services in District	728	35.1	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	48	82.8	N/A	80.5
Homeless	0	0.0	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	2	5.9	N/A	13.6

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.3
Asian American	80	3.9
Black	634	30.5
Hispanic	539	26.0
White	816	39.3
Total Minority	1,260	60.7

Percent of Minority Professional Staff: 8.3%

Non-English Home Language:

3.9% 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 12.

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 three 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 also serve 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' teachers and students 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 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	51.5	57.0	23.3
Writing	60.6	58.3	39.3
Mathematics	52.9	62.4	17.8
Grade 4 Reading	42.5	59.9	10.7
Writing	60.0	63.6	27.5
Mathematics	54.1	67.0	15.1
Grade 5 Reading	53.5	61.8	19.4
Writing	81.3	68.2	69.9
Mathematics	60.6	72.4	16.3
Science	47.3	59.4	15.1
Grade 6 Reading	59.1	74.9	11.7
Writing	55.2	65.9	18.9
Mathematics	46.6	70.7	8.6
Grade 7 Reading	60.8	77.4	9.7
Writing	46.5	61.2	11.7
Mathematics	51.8	68.5	11.7
Grade 8 Reading	67.7	73.3	22.3
Writing	46.9	62.6	15.3
Mathematics	53.8	67.3	16.6
Science	47.9	62.8	14.0

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 scorable 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	5.0	59.6	2.3
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
	46.4	50.7	35.6

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		25.0	68.5	
Average Score	Mathematics	377	508	2.3
	Critical Reading	353	503	1.6
	Writing	357	506	1.6

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 2009	100.0	91.3	100.0
2008-09 Annual Dropout Rate for Grade 9 through 12	0.8	3.0	61.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	50.0	84.5
% Employed (Civilian Employment and in Armed Services)	25.0	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	133.60
Paraprofessional Instructional Assistants	30.95
Special Education	
Teachers and Instructors	88.50
Paraprofessional Instructional Assistants	193.40
Library/Media Specialists and/or 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)	8.25
Counselors, Social Workers, and School Psychologists	29.00
School Nurses	11.50
Other Staff Providing Non-Instructional Services and Support	124.70

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	13.0	N/A	13.8
% with Master's Degree or Above	84.6	N/A	77.8

Average Class Size	District	DRG	State
Grade K	19.3	N/A	18.5
Grade 2	25.0	N/A	19.7
Grade 5	25.0	N/A	21.1
Grade 7	19.2	N/A	20.8
High School	15.6	N/A	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,157	N/A	992
Middle School	1,053	N/A	1,018
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*	1.5	N/A	3.2
Middle School	0.7	N/A	2.5
High School	3.1	N/A	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	PK-12 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	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	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 (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 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.

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 2008-09 with a Standard Diploma	N/A	N/A
2008-09 Annual Dropout Rate for Students Aged 14 to 21	N/A	4.1

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	28.2	31.6	60.1	67.5
	Writing	12.5	19.6	52.9	63.3
	Mathematics	24.7	32.9	51.8	68.1
	Science	18.0	23.7	47.8	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	5.0	59.6
	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	0.0
	% With Accommodations	100.0
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		15.2

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.

The Area Cooperative Educational Services (ACES) mission is to empower our students to meet educational and life challenges in the changing global environment. Programs and schools are focused on improving services for students with disabilities. Students practice independence and self advocacy in an environment that is familiar and predictable. Committees from across the district worked to align the health, mathematics and technology curriculum to state standards. Through the establishment of Professional Learning Communities, ACES focused on the use of common formative assessments in order to provide timely feedback regarding student attainment of the most critical standards. Schools that participated in PLC training included Village, Mill Road and Whitney High East and West. Each program created PLC's and Data Teams for the purpose of creating common formative assessments and review of student data. The district focus on literacy presented opportunities for each of the schools to engage in activities that were geared to student strengths and interest as well as student achievement. Mill Road students participated in Poetry Jams; Village School engaged volunteers to read aloud to classes as well as continued with their Family Nights that supported parent training around this area. Whitney High School East and West utilized technology to provide access to their student population through Accessible Books which offered students the ability to use electronic versions of their text. Village School also made a connection with the VSA and CVS to support programs in the visual arts. Whitney High School North continued with the Literature to Life experiences with culminating activities that afforded students the opportunities to see a book or script brought to life on the theater stage. WHS North's collaborative opportunities with the local farmers market provided much needed experience in vocational training. The Yoga Program at Mill Road has allowed students an opportunity to develop the coping and relaxation skills for those presenting with emotional challenges. The Whitney High School East/West students grant funded Gardening for Life program allowed them to partner with Lyman Hall students. Produce grown by the students on sight was sold at a farmers market and portions were donated to a local soup kitchen. Grants from the Workforce Alliance supported increased vocational experiences. Sibshops, which reflect a belief that brothers and sisters have much to offer one another and provide training to families and schools, were held at Village School. The events were held to promote the well-being of students and family members and support student achievement. Collaborative programs support the integration of special needs students with typical peers in their home school. The high school programs in East Haven and West Haven focus on students with Intellectual Disabilities. 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. Several performances that include students from both the magnet and special education programs provided parents opportunities to participate and celebrate in their child's school activities. ACES Strategic Plan process focused on the development and implementation of plans to effectively use assessment data to improve instruction and identify appropriate interventions to improve student achievement. The Guiding Coalition supported agency professional development on common formative assessments and data driven decision making. The SRBI Committee was active in the development of document that identifies the procedures for intervention as it relates to the tier process recommended by the Connecticut SDE.
