

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

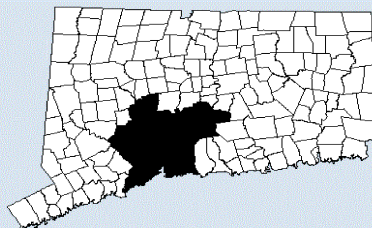


## Area Cooperative Educational Services

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	1,874
Per Pupil Expenditures <sup>1</sup>	\$31,736
Total Expenditures <sup>1</sup>	\$71,470,343

<sup>1</sup>Expenditure 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](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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	803	42.8	48.4
Male	1,071	57.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	71	3.8	5.2
Black or African American	595	31.8	12.8
Hispanic or Latino of any race	651	34.7	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	79	4.2	3.6
White	468	25.0	52.4
English Learners	90	4.8	7.6
Eligible for Free or Reduced-Price Meals	1,034	55.2	42.1
Students with Disabilities <sup>3</sup>	751	40.1	15.4

<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.

**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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	144	18.5	87	10.4
Male	294	27.1	237	20.4
Black or African American	158	26.8	141	21.8
Hispanic or Latino of any race	157	23.8	110	15.8
White	92	20.0	47	9.6
English Learners	23	23.2	13	12.9
Eligible for Free or Reduced-Price Meals	270	25.9	207	18.3
Students with Disabilities	303	38.5	178	20.7
District	438	23.5	324	16.2
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 181**

**Number of school-based arrests: 26**

<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 2018-19

## Area Cooperative Educational Services

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	104.9
Paraprofessional Instructional Assistants	21.5
<b>Special Education</b>	
Teachers and Instructors	89.0
Paraprofessional Instructional Assistants	278.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	10.0
School Level	15.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	20.2
Counselors, Social Workers and School Psychologists	30.0
School Nurses	11.9
Other Staff Providing Non-Instructional Services/Support	145.4

<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	1.1	1.1
Black or African American	15	5.3	3.8
Hispanic or Latino of any race	11	3.9	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	252	89.7	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.0	10.0

### 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	10	*	10	32.3
Hispanic or Latino of any race	*	*	*	*
White	*	*	9	18.8
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	8	38.1	13	22.8
Students with Disabilities	16	33.3	25	20.7
District	16	33.3	25	20.7
State		74.5		85.2

<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		67.6

<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 2018-19

## Area Cooperative Educational Services

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

	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

<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> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$50,007,488	\$22,206	\$10,545
Support services - students	\$3,945,726	\$1,752	\$1,373
Support services - instruction	\$1,278,077	\$568	\$644
Support services - general administration	\$2,758,293	\$1,225	\$462
Support services - school based administration	\$1,958,959	\$870	\$1,007
Central and other support services	\$3,202,992	\$1,422	\$671
Operation and maintenance of plant	\$5,555,512	\$2,467	\$1,629
Student transportation services	\$2,763,295	\$2,571	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$71,470,343	\$31,736	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$10,035,911	25.5	29.7
Instructional Aide Salaries	\$6,643,288	16.9	9.6
Other Salaries	\$10,882,924	27.7	10.4
Employee Benefits	\$6,194,041	15.8	13.0
Purchased Services Other Than Transportation	\$1,901,524	4.8	5.5
Special Education Tuition	.	.	22.6
Supplies	\$1,166,153	3.0	0.6
Property Services	\$2,148,925	5.5	0.4
Purchased Services For Transportation	\$292,619	0.7	8.0
Equipment	\$52,954	0.1	0.2
All Other Expenditures	\$6,702	0.0	0.1
Total	\$39,325,041	100.0	100.0
Percent of Total Expenditures Used for Special Education		55.0	24.4

### Expenditures by Revenue Source:<sup>4</sup> 2017-18

	Percent of Total (%) Excluding School Construction
Local	78.4
State	20.4
Federal	0.7
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 2018-19

## 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	*	*	*	*	0	N/A
Asian	54	73.4	54	70.9	21	59.1
Black or African American	371	49.9	366	43.3	127	45.0
Hispanic or Latino of any race	510	58.0	503	52.1	161	56.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	59	65.9	58	58.5	*	*
White	308	62.4	307	59.0	125	61.5
English Learners	135	53.5	133	48.6	30	52.8
Non-English Learners	1,175	58.2	1,163	52.8	422	54.9
Eligible for Free or Reduced-Price Meals	632	52.3	623	46.8	267	53.5
Not Eligible for Free or Reduced-Price Meals	678	62.8	673	57.4	185	56.5
Students with Disabilities	398	37.1	386	31.7	161	38.9
Students without Disabilities	912	66.8	910	61.1	291	63.5
High Needs	850	50.3	838	44.9	342	50.1
Non-High Needs	460	71.5	458	65.9	110	69.1
District	1,310	57.7	1,296	52.3	452	54.7

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	65.5	83.2	83.6	61.8	731	80.3
Curl Up	60.7	84.4	80.5	67.6	731	79.3
Push Up	64.3	64.8	59.7	38.2	731	61.4
Mile Run/PACER	73.8	81.9	74.2	50.0	731	76.3
All Tests - District	44.0	49.2	49.0	35.3	731	47.9
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Area Cooperative Educational Services

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

	2017-18	
	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		88.3

<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 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	22.5	0	0.0
Male	28.7	*	*
Black or African American	44.9	0	0.0
Hispanic or Latino of any race	24.4	0	0.0
White	*	*	*
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	26.9	0	0.0
Students with Disabilities	27.2	*	*
District	27.2	*	*
State	95.9		42.6

<sup>3</sup>College 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

<sup>4</sup>Participation 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](http://www.collegeboard.org)

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

Copyright © 2019 ACT, Inc. [www.act.org](http://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 <sup>5</sup>	Persistence <sup>6</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	71.0	87.8

<sup>5</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>6</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 2018-19

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	57.7	75	38.5	50	77.0	67.7
	High Needs Students	50.3	75	33.5	50	67.0	58.1
Math Performance Index	All Students	52.3	75	34.9	50	69.8	63.1
	High Needs Students	44.9	75	29.9	50	59.9	52.7
Science Performance Index	All Students	54.7	75	36.5	50	73.0	63.8
	High Needs Students	50.1	75	33.4	50	66.8	54.2
ELA Academic Growth	All Students	53.4%	100%	53.4	100	53.4	59.9%
	High Needs Students	50.7%	100%	50.7	100	50.7	55.1%
Math Academic Growth	All Students	56.9%	100%	56.9	100	56.9	62.5%
	High Needs Students	52.7%	100%	52.7	100	52.7	55.2%
Progress Toward English Proficiency	Literacy	45.0%	100%	22.5	50	45.0	60.0%
	Oral	45.8%	100%	22.9	50	45.8	52.1%
Chronic Absenteeism	All Students	23.5%	<=5%	13.1	50	26.1	10.4%
	High Needs Students	28.1%	<=5%	3.9	50	7.8	16.1%
Preparation for CCR	% Taking Courses	24.3%	75%	16.2	50	32.3	80.0%
	% Passing Exams	0.6%	75%	0.4	50	0.8	42.6%
On-track to High School Graduation		83.5%	94%	44.4	50	88.9	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)		7.0%	75%	9.3	100	9.3	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		88.6%   47.9%	75%	16.0	50	31.9	96.4%   52.9%
Arts Access		10.2%	60%	8.5	50	17.0	51.9%
<b>Accountability Index</b>				<b>577.5</b>	<b>1250</b>	<b>46.2</b>	

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>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	71.5	50.3	21.3	15.4	
Math Performance Index Gap	65.9	44.9	21.0	17.6	
Science Performance Index Gap	69.1	50.1	19.0	16.1	
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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.3
	High Needs Students	97.4
Math	All Students	97.3
	High Needs Students	96.0
Science	All Students	97.4
	High Needs Students	96.6

<sup>3</sup>Minimum 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: 42.4      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Area Cooperative Educational Services

### Narratives

---

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 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. For the past four years ACES has hosted a Future Educators Symposium that brings together males and females of color from urban centers to expose them to career opportunities in education.

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 2018-19

## 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.