

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

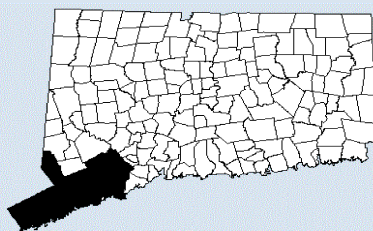


Cooperative Educational Services

Dr. Evan Pitkoff, Superintendent • 203-365-8803

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	834
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2016-17 year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	346	41.5	48.4
Male	488	58.5	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	32	3.8	5.1
Black or African American	217	26.0	12.8
Hispanic or Latino	315	37.8	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	32	3.8	3.3
White	238	28.5	53.6
English Learners	9	1.1	7.2
Eligible for Free or Reduced-Price Meals	304	36.5	36.7
Students with Disabilities ¹	345	41.4	14.8

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	39	15.4	6	1.7
Male	101	24.5	28	5.6
Black or African American	32	18.3	13	6.0
Hispanic or Latino	49	21.0	10	3.2
White	46	22.9	8	3.2
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	65	26.5	12	3.9
Students with Disabilities	111	32.5	24	6.4
District	140	21.0	34	4.0
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 42

Number of school-based arrests: Fewer than 6

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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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	43.7
Paraprofessional Instructional Assistants	45.9
Special Education	
Teachers and Instructors	63.0
Paraprofessional Instructional Assistants	159.0
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	13.5
Counselors, Social Workers and School Psychologists	20.4
School Nurses	3.7
Other Staff Providing Non-Instructional Services/Support	79.0

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	3.1	1.1
Black or African American	2	1.3	3.7
Hispanic or Latino	7	4.4	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	146	91.3	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	10.5

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	0	0.0	0	0.0
Hispanic or Latino	0	0.0	0	0.0
White	0	0.0	0	0.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	0	0.0
Students with Disabilities	0	0.0	0	0.0
District	0	0.0	0	0.0
State		69.3		80.1

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		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	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: 2016-17

	District Total (\$)	District Percent of Total (%)	State 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 2016-17

	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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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	18	*	18	*
Black or African American	107	56.7	107	52.1
Hispanic or Latino	132	59.4	132	54.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	13	*	13	*
White	100	58.8	99	48.3
English Learners	9	*	9	*
Non-English Learners	361	59.4	360	52.9
Eligible for Free or Reduced-Price Meals	126	54.5	126	47.7
Not Eligible for Free or Reduced-Price Meals	244	61.8	243	55.5
Students with Disabilities	159	42.3	158	34.3
Students without Disabilities	211	72.1	211	66.7
High Needs	220	49.6	219	42.8
Non-High Needs	150	73.5	150	67.4
District	370	59.3	369	52.8

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	87.3	72.3	69.4	36.0	217	71.0
Curl Up	76.4	70.8	58.3	28.0	217	63.1
Push Up	63.6	56.9	48.6	*	217	50.2
Mile Run/PACER	41.8	53.8	41.7	*	217	41.5
All Tests - District	29.1	41.5	33.3	0.0	217	30.9
All Tests - State	53.2	51.4	50.5	45.6		50.1

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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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino	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		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	0	*
Male	40.3	*	*
Black or African American	*	0	0.0
Hispanic or Latino	47.8	0	0.0
White	41.9	*	*
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	40.5	0	0.0
Students with Disabilities	41.1	*	*
District	41.1	*	*
State	96.3		44.8

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	N/A	N/A
Male	*	*
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	70.9	88.3

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

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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.3	75	39.5	50	79.1	67.6
	High Needs Students	49.6	75	33.1	50	66.2	57.5
Math Performance Index	All Students	52.8	75	35.2	50	70.4	62.7
	High Needs Students	42.8	75	28.6	50	57.1	52.0
ELA Academic Growth	All Students	61.8%	100%	61.8	100	61.8	60.7%
	High Needs Students	55.8%	100%	55.8	100	55.8	55.6%
Math Academic Growth	All Students	61.9%	100%	61.9	100	61.9	61.9%
	High Needs Students	52.3%	100%	52.3	100	52.3	55.4%
Chronic Absenteeism	All Students	21.0%	<=5%	18.0	50	36.0	10.7%
	High Needs Students	26.9%	<=5%	6.2	50	12.4	16.6%
Preparation for CCR	% Taking Courses	0.0%	75%	0.0	50	0.0	74.8%
	% Passing Exams	1.1%	75%	0.7	50	1.5	44.8%
On-track to High School Graduation		97.3%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.3% 30.9%	75%	20.6	50	41.2	96.6% 50.1%
Arts Access		51.8%	60%	43.2	50	86.3	51.2%
Accountability Index				506.9	950	53.4	

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	73.5	49.6	23.8	15.9	
Math Performance Index Gap	67.4	42.8	24.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.8
	High Needs Students	98.4
Math	All Students	98.5
	High Needs Students	98.0
Science	All Students	98.8
	High Needs Students	98.3

³Minimum participation standard is 95%.

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: * **State: 51.5**

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 2017-18

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 continued to engage in professional development on Common Core State Standards in literacy and mathematics, as well as science instruction. Curriculum revisions based on the new Common Core State Standards began in 2010 and continued through the present. 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 a€“ non minority balance. Admittance into Six to Six and RCA is entirely through a blind lottery. In 2017-18, Six to Six enrolled 456 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 232. 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.

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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.