

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

Cooperative Educational Services

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District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	757
Per Pupil Expenditures	\$38,503
Total Expenditures	\$39,042,127

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	326	43.1	48.4
Male	431	56.9	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	34	4.5	5.2
Black or African American	171	22.6	12.4
Hispanic or Latino of any race	303	40.0	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	31	4.1	4.8
White	213	28.1	45.1
English Learners/Multilingual Learners	29	3.8	11.3
Eligible for Free or Reduced-Price Meals	341	45.0	44.8
Students with Disabilities	308	40.7	18.5

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

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	48	19.8	13	3.8
Male	96	27.0	30	6.6
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	28	22.0	17	9.4
Hispanic or Latino of any race	62	26.3	13	4.1
White	43	25.3	10	4.4
English Learners/Multilingual Learners	9	28.1	*	*
Eligible for Free or Reduced-Price Meals	74	26.2	26	7.5
Students with Disabilities	87	30.0	25	7.4
All Students - District	144	24.1	43	5.4
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 0

Number of school-based arrests: 0

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Cooperative Educational Services

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	43.0
General Education Paraprofessionals	44.0
Special Education Teachers and Instructors	59.7
Special Education Paraprofessionals	168.4
District Central Office Administrators	8.2
School Level Administrators	9.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	17.8
Counselors, Social Workers and School Psychologists	22.0
School Nurses	7.5
Other Staff Providing Non-Instructional Services/Support	126.6

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	19.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.8	1.4
Black or African American	5	3.0	4.9
Hispanic or Latino of any race	7	4.2	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	151	91.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	14	8.4	6.8
Teachers	9	8.5	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	0	*	17	*
Hispanic or Latino of any race	0	*	19	*
White	*	*	26	100.0
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	28	100.0
Students with Disabilities	*	*	68	98.6
All Students - District	*	*	68	98.6
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$32,685,995	\$32,235	\$13,471
Support services - students	\$1,633,687	\$1,611	\$1,826
Support services - instruction	\$275,622	\$272	\$972
Support services - general administration	\$1,660,120	\$1,637	\$568
Support services - school based administration	\$1,647,182	\$1,624	\$1,274
Central and other support services	\$583,647	\$576	\$761
Operation and maintenance of plant	\$254,042	\$251	\$2,125
Student transportation services	\$180,240	\$1,148	\$1,695
Food services	.	.	\$10
Enterprise operations	\$121,592	\$120	\$219
Total	\$39,042,127	\$38,503	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$7,843,119	29.7	26.4
Instructional Aide Salaries	\$5,755,049	21.8	10.1
Other Salaries	\$4,371,788	16.5	10.5
Employee Benefits	\$3,901,203	14.8	13.3
Purchased Services Other Than Transportation	\$2,780,110	10.5	6.8
Special Education Tuition	.	.	22.8
Supplies	\$305,382	1.2	0.6
Property Services	\$1,309,045	5.0	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	\$157,852	0.6	0.2
All Other Expenditures	\$3,131	0.0	0.1
Total	\$26,426,679	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	67.7
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	13.4
State	12.0
Federal	1.0
Tuition & Other	73.6

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	22	62.9	22	62.8	8	*
Black or African American	70	51.8	70	49.1	22	46.9
Hispanic or Latino of any race	120	55.0	120	53.1	40	51.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	7	*
White	77	58.3	77	55.4	28	55.3
English Learners/Multilingual Learners	25	59.3	25	54.6	9	*
Non-English Learners/Non-Multilingual Learners	281	55.6	281	53.6	96	51.6
Eligible for Free or Reduced-Price Meals	160	51.7	160	50.1	56	46.3
Not Eligible for Free or Reduced-Price Meals	146	60.4	146	57.5	49	58.4
Students with Disabilities	122	42.6	122	37.3	52	37.1
Students without Disabilities	184	64.7	184	64.5	53	66.6
High Needs	221	50.0	221	47.1	81	44.8
Non-High Needs	85	71.2	85	70.6	24	76.1
All Students - District	306	55.9	306	53.7	105	51.9

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	89.1	88.9	79.5	*	129	86.8
Curl Up	64.4	88.9	79.5	*	129	76.7
Push Up	29.5	69.4	61.5	*	125	51.2
Mile Run/PACER	58.1	80.6	48.7	*	127	57.5
All Tests - District	*	62.9	41.0	*	119	34.5
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	N/A	N/A
White	N/A	N/A
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
All Students - District	N/A	N/A
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	0	0.0
Male	0	0.0
Non-Binary	N/A	N/A
Black or African American	0	0.0
Hispanic or Latino of any race	0	0.0
White	0	0.0
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	0	0.0
Students with Disabilities	0	0.0
All Students - District	0	0.0
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	*	*
Male	*	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	26.1	*
All Students - District	26.1	*
All Students - State	67.0	88.2

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.

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

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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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	55.9	75	37.3	50	74.5	64.7
ELA Performance Index	High Needs Students	50.0	75	33.3	50	66.6	54.9
Math Performance Index	All Students	53.7	75	35.8	50	71.6	61.1
Math Performance Index	High Needs Students	47.1	75	31.4	50	62.8	50.6
Science Performance Index	All Students	51.9	75	34.6	50	69.3	62.6
Science Performance Index	High Needs Students	44.8	75	29.9	50	59.7	52.1
ELA Academic Growth	All Students	48.4%	100%	48.4	100	48.4	60.6%
ELA Academic Growth	High Needs Students	48.8%	100%	48.8	100	48.8	55.7%
Math Academic Growth	All Students	59.8%	100%	59.8	100	59.8	62.3%
Math Academic Growth	High Needs Students	55.4%	100%	55.4	100	55.4	55.9%
Progress Toward English Proficiency	Literacy	54.5%	100%	27.3	50	54.5	58.7%
Progress Toward English Proficiency	Oral	38.2%	100%	19.1	50	38.2	55.7%
Chronic Absenteeism	All Students	24.1%	<=5%	11.8	50	23.5	17.2%
Chronic Absenteeism	High Needs Students	26.1%	<=5%	7.8	50	15.7	24.8%
% Taking CCR Courses	All Students	81.4%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	50	.	47.2%
On-track to High School Graduation	All Students	41.0%	94%	21.8	50	43.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	26.1%	75%	34.8	100	34.8	67.0%
Physical Fitness % Meeting Health Standard	All Students	34.5%	75%	11.5	50	23.0	49.0%
Arts Access	All Students	0.8%	60%	0.6	50	1.3	55.1%
Accountability Index				599.4	1250	47.9	

Physical Fitness Estimated Participation Rate - District: 89.8% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	71.2	50.0	21.3	16.9	Y
Math Performance Index Gap	70.6	47.1	23.5	18.4	Y
Science Performance Index Gap	75.0	44.8	30.2	18.2	Y
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.2
ELA	High Needs Students	98.8
Math	All Students	98.2
Math	High Needs Students	98.8
Science	All Students	98.3
Science	High Needs Students	98.9

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: 45.6

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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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, the Science of Reading, RULER, as well as NGSS instruction. Curriculum development in social studies and literacy focusing on the Science of Reading was used in determining to implement Amplify Reading for 2024-25. 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 18-22 who have both developmental and behavioral needs. The Regional Center for the Arts (RCA) continued to align curriculum with the 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 2024-25, Six to Six enrolled 441 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 212. At RCA students engage in a variety of multicultural performances in theater, dance, and music.

.Our Open Choice students are residents of Bridgeport and Norwalk 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.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	3	42.9	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	2	28.6	18.0
Teach/Admin in CT Nonpublic School	1	14.3	0.1
Teach/Admin Out-of-State (public or private)	1	14.3	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	7		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.