

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



Mead School Ansonia School District

203-736-5090 • <http://www.ansoniaschools/mead/mead.asp>

School Information

Grade Range K-6
Enrollment 566

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	3

Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

For district totals, please see the district profile.

* 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, 2013 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	288	50.9	46.8
Male	278	49.1	53.2
American Indian	*	*	0.3
Asian	*	*	1.7
Black or African American	98	17.3	18.4
Hispanic or Latino	196	34.6	30.3
Pacific Islander	8	1.4	0.8
White	240	42.4	46.4
Two or More Races	19	3.4	2.1
English Language Learners	20	3.5	3.6
Eligible for Free or Reduced-Price Meals	404	71.4	66.0
Students with Disabilities ¹	82	14.5	13.6

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	24	8.2	0	0.0
Male	27	9.6	10	3.5
Black or African American	*	*	*	*
Hispanic or Latino	24	12.5	*	*
White	17	7.1	*	*
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	49	11.5	9	2.0
Students with Disabilities	10	11.2	*	*
School	51	8.9	10	1.7
District		11.3		8.2

Number of students in 2012-13 qualified as truant under state statute: 151

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	36.5
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	15.5
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	2.6
Counselors, Social Workers and School Psychologists	2.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	7.8

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	School Percent of Total (%)	District Percent of Total (%)
Asian	1	2.0	0.5
Black or African American	2	4.0	1.5
Hispanic	0	0.0	2.5
Native American	0	0.0	0.0
White	47	94.0	95.6

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
School	100.0
School Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2012-13

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.2	10.9

Instruction and Resources

School Schedule

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	990
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:40 AM
End Time	02:15 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	25	100.0
Other Health Impairment	20	95.2
Other Disabilities	*	*
Speech/Language Impairment	15	*
School	69	95.8
District		74.6

³Ages 6-21

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Performance

School Performance Index (SPI)

A School Performance Index (SPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The SPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a SPI is 88 because in a district with a SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	SPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	SPI	Target	Achieved	
Black or African American	69.8	68.1	66.0	73.6	.	.			
Hispanic or Latino	69.2	71.3	69.8	72.5	.	.			
English Language Learners			
Eligible for Free or Reduced-Price Meals	69.3	71.4	73.9	74.5	.	.			
Students with Disabilities	38.7	36.7	47.7	44.9	.	.			
High Needs	68.0	70.2	73.1	72.0	.	.			
School	75.6	76.0	76.5	76.6	.	.			

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.5	74.7	.	.	171	80.7
Curl Up	56.3	39.6	.	.	171	47.4
Push Up	38.8	42.9	.	.	171	40.9
Mile Run/PACER	83.8	83.5	.	.	171	83.6
All Tests - School	23.8	16.5	.	.	171	19.9
All Tests - District	26.3	17.8	41.9	60.5		35.0

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.