

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



## Ansonia High School Ansonia School District

203-736-5060 • [www.ansonia.org/schools/high/high.asp](http://www.ansonia.org/schools/high/high.asp)

### School Information

Grade Range 9-12  
Enrollment 584

### 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](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)  
(2015® The College Board)

[College Enrollment, Persistence, and Graduation](#)  
(National Student Clearinghouse)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).

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, 2014 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	276	47.3	47.2
Male	308	52.7	52.8
American Indian or Alaska Native	*	*	*
Asian	11	1.9	2.1
Black or African American	129	22.1	20.3
Hispanic or Latino	149	25.5	30.4
Pacific Islander	*	*	*
Two or More Races	*	*	3.0
White	285	48.8	43.2
English Language Learners	12	2.1	3.0
Eligible for Free or Reduced-Price Meals	350	59.9	66.6
Students with Disabilities <sup>1</sup>	87	14.9	16.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	52	19.2	20	7.2
Male	74	23.7	29	9.2
Black or African American	*	*	18	13.4
Hispanic or Latino	35	23.8	21	14.0
White	55	19.3	10	3.4
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	89	25.3	42	11.1
Students with Disabilities	24	28.9	15	17.4
School	126	21.6	49	8.3
District		16.3		7.1

**Number of students in 2013-14 qualified as truant under state statute: 281**

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# School Profile and Performance Report for School Year 2014-15

## Ansonia High School

### Ansonia School District

## Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	44.0
Paraprofessional Instructional Assistants	3.0
<b>Special Education</b>	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	5.0
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	1.3
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	19.5

<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	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	1.7	1.0
Black or African American	0	0.0	2.0
Hispanic or Latino	1	1.7	2.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	58	96.7	95.1

### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
School	97.6
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

### Classroom Teacher Attendance, 2013-14

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	11.5	10.8

## Instruction and Resources

### School Schedule

<b>Days of Instruction</b>	181
<b>Hours of Instruction Per Year</b>	
Grades 1-12 and Full-Day Kindergarten	999
Half/Extended Day Kindergarten	N/A

### School Hours for Students

Start Time	07:15 AM
End Time	01:50 PM

### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	16	69.6	24	77.4
Hispanic or Latino	*	*	32	80.0
White	53	76.8	65	89.0
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	45	69.2	69	80.2
Students with Disabilities	*	*	9	*
School	85	74.6	125	84.5
District		72.6		78.3

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	20	80.0
Other Health Impairment	16	76.1
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	57	65.5
District		67.2

<sup>4</sup>Ages 6-21

# School Profile and Performance Report for School Year 2014-15

## Ansonia High School

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## Performance and Accountability

### School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	*	0	*	*	*
Asian	*	*	*	*	0	*
Black or African American	20	59.0	21	37.3	27	40.4
Hispanic or Latino	16	*	14	*	41	41.7
Native Hawaiian or Other Pacific Islander	0	*	0	*	*	*
Two or More Races	0	*	0	*	*	*
White	63	74.1	63	58.9	77	55.0
English Language Learners	*	*	0	*	*	*
Non-English Language Learners	*	*	100	53.8	*	*
Eligible for Free or Reduced-Price Meals	60	66.0	56	48.3	85	42.9
Not Eligible for Free or Reduced-Price Meals	42	76.0	44	60.9	64	55.2
Students with Disabilities	8	*	8	*	22	33.8
Students without Disabilities	94	72.2	92	55.3	127	50.7
High Needs	60	66.0	56	48.3	91	42.9
Non-High Needs	42	76.0	44	60.9	58	56.5
School	102	70.1	100	53.8	149	48.2

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	91.7	156	91.7
Curl Up	N/A	N/A	N/A	64.1	156	64.1
Push Up	N/A	N/A	N/A	67.3	156	67.3
Mile Run/PACER	N/A	N/A	N/A	67.3	156	67.3
All Tests - School	N/A	N/A	N/A	44.9	156	44.9
All Tests - District	41.8	40.2	26.1	43.6		38.0

<sup>2</sup>The 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.

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

# School Profile and Performance Report for School Year 2014-15

## Ansonia High School

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	79.0	No	80.6
Hispanic or Latino	43	79.1	67.7	Yes	70.6
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	105	75.2	66.1	Yes	69.2
Students with Disabilities	*	*	.		.
School	150	80.0	76.3	Yes	78.3
District		76.4	75.3	Yes	77.4

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

#### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>4</sup>

	Participation <sup>5</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	65.6	27	22.1
Male	54.3	31	22.1
Black or African American	55.6	6	11.1
Hispanic or Latino	42.4	*	*
White	66.2	43	30.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	52.3	20	13.2
Students with Disabilities	*	0	*
School	59.5	58	22.1
District	56.8		20.9

<sup>4</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

<sup>5</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 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 2014	Class of 2013
	Entrance <sup>6</sup>	Persistence <sup>7</sup>
	Rate (%)	Rate (%)
Female	65.5	77.9
Male	54.7	78.8
Black or African American	57.7	78.3
Hispanic or Latino	58.3	63.6
White	61.4	82.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	53.8	76.2
Students with Disabilities	31.8	*
School	59.4	78.2
District	59.4	78.2

<sup>6</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>7</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

# School Profile and Performance Report for School Year 2014-15

## Ansonia High School

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#### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	70.1	75	93.5	100	93.5	67.9
	High Needs Students	66.0	75	88.0	100	88.0	56.7
Math Performance Index	All Students	53.8	75	71.8	100	71.8	59.3
	High Needs Students	48.3	75	64.4	100	64.4	47.8
Science Performance Index	All Students	48.2	75	64.3	100	64.3	56.5
	High Needs Students	42.9	75	57.2	100	57.2	45.9
Chronic Absenteeism	All Students	21.6%	<=5%	16.8	50	33.6	10.6%
	High Needs Students	25.7%	<=5%	8.7	50	17.4	17.3%
Preparation for CCR	% Taking Courses	80.2%	75%	50.0	50	100.0	66.1%
	% Passing Exams	22.1%	75%	14.8	50	29.5	37.3%
On-track to High School Graduation		88.8%	94%	47.2	50	94.4	85.6%
4-year Graduation All Students (2014 Cohort)		80.0%	94%	85.1	100	85.1	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		80.3%	94%	85.4	100	85.4	77.6%
Postsecondary Entrance (Class of 2014)		59.4%	75%	79.2	100	79.2	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.9%   44.9%	75%	29.9	50	59.8	87.6%   51.0%
Arts Access		41.7%	60%	34.7	50	69.5	45.7%
<b>Accountability Index</b>				<b>890.9</b>	<b>1250</b>	<b>71.3</b>	

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?					N
ELA Performance Index Gap	75.0	66.0	9.0	16.8	
Math Performance Index Gap	60.9	48.3	12.7	19.5	
Science Performance Index Gap	56.5	42.9	13.7	17.3	
Graduation Rate Gap	91.9%	80.3%	11.6%	12.6%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	93.8
	High Needs Students	95.3
Math	All Students	92.1
	High Needs Students	89.2
Science	All Students	95.1
	High Needs Students	93.1

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)