

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



## 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 597

### 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 \(Class of 2016\)](#)  
(2016® The College Board)

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

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### Notes

Unless otherwise noted, all data are for 2015-16 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.ct.gov](http://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, 2015 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	274	45.9	47.1
Male	323	54.1	52.9
American Indian or Alaska Native	*	*	*
Asian	15	2.5	2.0
Black or African American	139	23.3	19.8
Hispanic or Latino	150	25.1	31.4
Pacific Islander	*	*	*
Two or More Races	6	1.0	3.6
White	281	47.1	42.5
English Language Learners	12	2.0	2.8
Eligible for Free or Reduced-Price Meals	383	64.2	68.6
Students with Disabilities <sup>1</sup>	92	15.4	18.0

<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	47	16.8	22	7.8
Male	46	14.7	27	8.6
Black or African American	25	18.2	20	14.3
Hispanic or Latino	31	20.5	17	11.2
White	35	12.5	*	*
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	72	19.4	40	10.3
Students with Disabilities	14	14.7	14	14.4
School	93	15.7	49	8.2
District		14.5		8.2

Number of students in 2014-15 qualified as truant under state statute: 277

Number of school-based arrests: 16

<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 2015-16

## Ansonia High School

### Ansonia School District

## Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	41.0
Paraprofessional Instructional Assistants	3.5
<b>Special Education</b>	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	6.3
<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	21.0

<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	2	3.5	1.0
Black or African American	0	0.0	1.5
Hispanic or Latino	1	1.8	1.9
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	54	94.7	95.6

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

	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	10.1	12.1

## 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	10	35.7	22	84.6
Hispanic or Latino	20	60.6	*	*
White	56	74.7	70	95.9
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	40	53.3	56	88.9
Students with Disabilities	9	*	8	*
School	89	64.0	113	91.9
District		60.8		89.8

<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	*	*
Intellectual Disability	*	*
Learning Disability	28	82.4
Other Health Impairment	18	85.7
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	63	68.5
District		66.3

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

# School Profile and Performance Report for School Year 2015-16

## Ansonia High School

### Ansonia School District

## 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	N/A	0	N/A	*	*
Asian	0	N/A	0	N/A	6	*
Black or African American	28	46.7	28	44.6	36	41.6
Hispanic or Latino	33	44.4	33	37.7	40	43.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	70	56.7	70	50.4	54	46.8
English Language Learners	*	*	*	*	6	*
Non-English Language Learners	*	*	*	*	134	44.7
Eligible for Free or Reduced-Price Meals	73	47.2	73	41.6	98	40.9
Not Eligible for Free or Reduced-Price Meals	61	56.5	61	51.4	42	52.9
Students with Disabilities	16	*	16	*	33	27.7
Students without Disabilities	118	53.0	118	47.3	107	49.6
High Needs	79	47.2	79	41.8	107	40.3
Non-High Needs	55	57.4	55	52.1	33	58.0
School	134	51.4	134	46.0	140	44.5

### 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>			
Grade 4			
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	90.4	136	90.4
Curl Up	N/A	N/A	N/A	97.8	136	97.8
Push Up	N/A	N/A	N/A	88.2	136	88.2
Mile Run/PACER	N/A	N/A	N/A	71.3	136	71.3
All Tests - School	N/A	N/A	N/A	69.9	136	69.9
All Tests - District	37.5	33.3	36.6	69.5		43.5

<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 2015-16

## Ansonia High School

### Ansonia School District

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	28	96.4	80.6	Yes	82.3
Hispanic or Latino	42	90.5	70.6	Yes	73.5
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	113	86.7	69.2	Yes	72.3
Students with Disabilities	*	*	.		.
School	153	88.9	78.3	Yes	80.2
District		83.7	77.4	Yes	79.5

<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 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 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	93.8	36	27.9
Male	95.5	38	28.6
Black or African American	96.3	7	13.0
Hispanic or Latino	96.4	7	12.7
White	93.2	57	38.5
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.2	20	14.5
Students with Disabilities	*	*	*
School	94.7	74	28.2
District	94.2		26.9

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

- SAT® - meets benchmark 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

<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 2015	Class of 2014
	Entrance <sup>6</sup>	Persistence <sup>7</sup>
	Rate (%)	Rate (%)
Female	77.4	81.6
Male	53.2	76.9
Black or African American	66.7	*
Hispanic or Latino	56.8	61.9
White	65.2	90.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	63.0	72.3
Students with Disabilities	*	*
School	63.8	79.2
District	59.6	79.2

<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 2015-16

## Ansonia High School

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#### Next Generation Accountability Results

These statistics are the 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	51.4	75	68.5	100	68.5	67.7
	High Needs Students	47.2	75	63.0	100	63.0	56.7
Math Performance Index	All Students	46.0	75	61.4	100	61.4	61.4
	High Needs Students	41.8	75	55.7	100	55.7	49.9
Science Performance Index	All Students	44.5	75	59.3	100	59.3	57.5
	High Needs Students	40.3	75	53.8	100	53.8	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	15.7%	<=5%	28.6	50	57.2	9.6%
	High Needs Students	19.0%	<=5%	21.9	50	43.9	15.6%
Preparation for CCR	% Taking Courses	77.1%	75%	50.0	50	100.0	67.6%
	% Passing Exams	28.2%	75%	18.8	50	37.7	40.7%
On-track to High School Graduation		91.2%	94%	48.5	50	97.0	85.1%
4-year Graduation All Students (2015 Cohort)		88.9%	94%	94.6	100	94.6	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		80.1%	94%	85.2	100	85.2	78.6%
Postsecondary Entrance (Class of 2015)		63.8%	75%	85.1	100	85.1	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		90.7%   69.9%	75%	46.6	50	93.1	89.2%   50.5%
Arts Access		36.7%	60%	30.5	50	61.1	47.5%
<b>Accountability Index</b>				<b>871.5</b>	<b>1250</b>	<b>69.7</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?					Y
ELA Performance Index Gap	57.4	47.2	10.1	16.6	
Math Performance Index Gap	52.1	41.8	10.3	19.1	
Science Performance Index Gap	58.0	40.3	17.6	17.3	
Graduation Rate Gap	94.0%	80.1%	13.9%	13.0%	Y

<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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	95.8
	High Needs Students	94.0
Math	All Students	95.8
	High Needs Students	94.0
Science	All Students	98.7
	High Needs Students	99.1

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

<sup>3</sup>Minimum participation standard is 95%.