

STRATEGIC SCHOOL PROFILE 2012-13**Ansonia School District**

Carol C. Merlone, Superintendent

Location: 42 Grove Street

Telephone: (203) 736-5095

Ansonia,
ConnecticutWebsite: www.ansoniam.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven

Town Population in 2000: 18,554

1990-2000 Population Growth: 0.8%

Number of Public Schools: 4

Per Capita Income in 2000: \$20,504

Percent of Adults without a High School Diploma in 2000*: 17.9%

Percent of Adults Who Were Not Fluent in English in 2000*: 3.3%

District Enrollment as % of Estimated. Student Population: 88.2%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): H DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 2,409
 5-Year Enrollment Change -11.9%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,619	67.2	55.3	36.7
K-12 Students Who Are Not Fluent in English	69	3.0	12.7	5.8
Students Identified as Gifted and/or Talented	0	0.0	3.3	3.8
PK-12 Students Receiving Special Education Services in District	280	11.6	11.9	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	124	70.5	74.8	79.3
Homeless	8	0.3	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	31	10.9	13.6	12.7

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	15	0.6
Asian American	23	1.0
Black	507	21.0
Hispanic	667	27.7
Pacific Islander	32	1.3
White	1,153	47.9
Two or more races	12	0.5
Total Minority	1,256	52.1

Percent of Minority Professional Staff: 5.0%

Open Choice:

2 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

10.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 24.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Ansonia Public School District educates a student population that is increasingly diverse. Approximately 70% of students qualify for free and reduced-price lunch. The district has taken significant steps to reduce ethnic, economic and racial isolation. The grade-level structure of our elementary schools is specifically designed to reduce such isolation. Our two K-6 elementary schools both serve a representative population of students from across the entire city – rather than being neighborhood-based. Each classroom within these schools receives an enrollment that is reflective of the community's diversity. The creation of a Human Relations Club at our high school and middle school has been a significant contribution toward these efforts. This student-led organization has grown to nearly 100 members between the two buildings. They have sponsored two Student Conferences and three annual Community Conferences and. In addition, this group works closely with Ansonia's Mayor, who formed a Task Force on Race & Ethnicity. Ansonia collaborated with the Boys & Girls Club of the Lower Naugatuck Valley in 2002 when our five-year, 21st Century Community Learning Center Grant was approved. This collaborative has continued and provides middle school programming for grades 6-8, including after school tutoring and enrichment/recreational activities three hours each day for the majority of the school year. The district provides literacy and recreational support to the two community-based after school programs in our city; while the local Boys and Girls Club partners with us by providing recreational support at the two sites. Many of our K-12 teachers lead programs that bring Ansonia students into other communities and learning experiences, including State Department of Education Inter-district Cooperative Grant Programs. Ansonia participates in the New Haven Magnet School Program, and 284 of our students attended one of the magnet schools last year.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	40.6	56.9	10.6
Writing	56.4	60.0	31.1
Mathematics	42.4	61.4	8.1
Grade 4 Reading	46.8	62.6	11.4
Writing	49.7	63.0	13.3
Mathematics	42.3	65.1	5.7
Grade 5 Reading	50.9	66.9	10.6
Writing	60.3	65.6	28.0
Mathematics	54.4	69.2	14.9
Science	36.7	62.3	8.7
Grade 6 Reading	70.1	73.3	25.7
Writing	68.5	65.1	44.1
Mathematics	59.7	67	25.6
Grade 7 Reading	63.6	78.9	12.0
Writing	51.9	64.9	13.3
Mathematics	50.8	65.4	16.5
Grade 8 Reading	52.7	76.2	5.7
Writing	41.1	67.2	6.3
Mathematics	35.3	65.0	8.2
Science	24.9	60.4	5.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	20.7	48.5	7.6
Writing Across the Disciplines	38.8	62.1	9.1
Mathematics	26.5	52.4	11.4
Science	26.7	48.8	12.0

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	36.7	51.1	17.3

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		61.5	78.5	
Average Score	Mathematics	427	503	9.8
	Critical Reading	438	499	9.8
	Writing	442	504	11.3

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	76.1	84.8	15.4
2011-12 Annual Dropout Rate for Grade 9 through 12	3.7	2.1	6.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	74.0	82.6
% Employed (Civilian Employment and in Armed Services)	15.4	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	139.60
Paraprofessional Instructional Assistants	27.00
Special Education	
Teachers and Instructors	21.00
Paraprofessional Instructional Assistants	53.00
Library/Media Specialists and/or Assistants	5.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	8.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	8.00
Counselors, Social Workers, and School Psychologists	13.60
School Nurses	4.50
Other Staff Providing Non-Instructional Services and Support	92.00

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	9.0	13.8	13.9
% with Master's Degree or Above	82.6	80.8	79.8

Average Class Size	District	DRG	State
Grade K	17.6	20.6	18.9
Grade 2	22.3	20.6	19.8
Grade 5	23.3	22.0	21.3
Grade 7	19.4	20.4	20.2
High School	17.0	20.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,012	977	999
Middle School	941	992	1,029
High School	1,000	1,012	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.1	3.4	2.7
Middle School	2.3	2.9	2.1
High School	1.9	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$17,318	\$6,886	\$8,570	\$8,708	\$8,570
Instructional Supplies and Equipment	\$922	\$367	\$252	\$211	\$257
Improvement of Instruction and Educational Media Services	\$482	\$192	\$475	\$347	\$471
Student Support Services	\$1,466	\$583	\$949	\$888	\$950
Administration and Support Services	\$3,540	\$1,408	\$1,526	\$1,562	\$1,547
Plant Operation and Maintenance	\$2,661	\$1,058	\$1,466	\$1,367	\$1,459
Transportation	\$1,900	\$669	\$775	\$678	\$765
Costs for Students Tuitioned Out	\$2,782	N/A	N/A	N/A	N/A
Other	\$520	\$207	\$170	\$89	\$170
Total	\$31,592	\$11,376	\$14,444	\$13,932	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,498	\$1,391	\$1,405	\$879	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,693,356	24.4	21.9	21.8

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	32.3	59.8	7.1	0.8
Excluding School Construction	31.6	59.7	7.9	0.8

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

It is the policy of the Ansonia Board of Education that each of our schools within the district receives comparable resources, taking into account a variety of data related to District and School Improvement Plans, financial limitations, student achievement, and differing needs among schools and grade levels. In order to ensure equity, a four step process is followed: First, each building administrator works with her/his staff to assess grade-level curricular needs and develop a proposed annual budget aligned to their School Improvement Plan. Then, each administrator meets with the Superintendent to explain and justify this proposed building budget. Once the Superintendent has all submissions compiled, she applies her own review and adjustment process to balance the distribution of funding among buildings and initiatives checking that all budget requests are aligned to the goals of School and District Improvement Plans. Competing requests are evaluated and prioritized on the basis of which will add the highest value to help the district achieve its student achievement goals. Once finished, the Superintendent's budget is presented to the Board of Education for final approval.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	312
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.1%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	39	1.5	1.1	1.3
Learning Disability	83	3.2	4.1	4.0
Intellectual Disability	23	0.9	0.4	0.4
Emotional Disturbance	20	0.8	0.9	1.0
Speech Impairment	39	1.5	2.1	2.0
Other Health Impairment*	77	3.0	2.1	2.4
Other Disabilities**	31	1.2	1.2	1.0
Total	312	12.1	12.0	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	64.0	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	13.3	34.5	54.5	69.2
	Writing	9.3	19.9	54.8	64.4
	Mathematics	6.5	29.0	47.6	65.5
	Science	1.9	21.3	30.7	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	20.7	48.5
	Writing Across the Disciplines	N/A	N/A	38.8	62.1
	Mathematics	N/A	N/A	26.5	52.4
	Science	N/A	N/A	26.7	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	26.0
	% With Accommodations	74.0
CAPT	% Without Accommodations	41.2
	% With Accommodations	58.8
% Assessed Using Skills Checklist		19.2

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	1	0.3
Private Schools or Other Settings	44	14.1

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	238	76.3	68.7	72.0
40.1 to 79.0 Percent of Time	21	6.7	16.3	16.4
0.0 to 40.0 Percent of Time	53	17.0	15.1	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

During the 2012 - 2015 academic year, the district began to implement and monitor its 3-year District Improvement Plan (2012-2015) to increase achievement and close achievement gaps and a 3-Year Technology Plan (2012-2015) to embed digital and web-based resources and practices into curriculum and instruction. School and District Data Teams became fully operational. The 3-Year Curriculum Development Plan roll-out for pre-K through 12 Language Arts and Math curriculum aligned to the Common Core State Standards has progressed as scheduled. The staff was trained in research-based Effective Teaching Strategies, Differentiated Instruction, Common Core State Standards and Kim Marshall's rubrics for teacher observation. Workshops were offered to all staff to promote the use of digital technology to enhance teaching and learning. All K-6 classroom teachers and reading intervention teachers were trained/retrained and received in-class support in using running records to plan and assess student progress in guided reading groups. Classroom walkthroughs are conducted daily to monitor the effective implementation of these strategies and principals provide constructive feedback to teachers. Structures and processes for Scientific Research-based Intervention (SRBI) were planned and implemented including: hiring and training intervention teachers, training collaborative intervention teams in each building, scheduling tier 2 and 3 intervention blocks and the implementation of electronic tools such as Lexia and Study Island. Additional AP courses have been introduced at the high school. Enrichment and Foreign Language classes are in place at Ansonia Middle School. The district seeks to involve parents and community members in educational initiatives through: participation in the district and school data teams, committees and a variety of activities. Community forums are hosted at each building to elicit support for school district initiatives and to address questions regarding student progress, district improvement plans and budgetary needs.
