

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



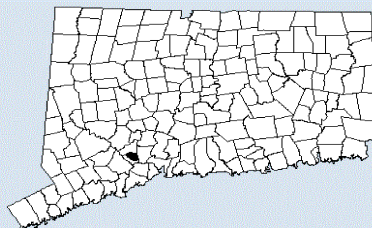
## Ansonia School District

Ms. Carol Merlone, Superintendent • 203-736-5095 • [www.ansonia.org](http://www.ansonia.org)

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,324
Per Pupil Expenditures <sup>1</sup>	\$15,432
Total Expenditures <sup>1</sup>	\$38,918,779

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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 [edsight.ct.gov](http://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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,090	46.9	48.4
Male	1,234	53.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	39	1.7	5.2
Black or African American	432	18.6	12.8
Hispanic or Latino of any race	901	38.8	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	109	4.7	3.6
White	828	35.6	52.4
English Learners	104	4.5	7.6
Eligible for Free or Reduced-Price Meals	1,398	60.2	42.1
Students with Disabilities <sup>3</sup>	485	20.9	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	148	14.2	115	10.0
Male	171	14.7	228	17.3
Black or African American	66	15.9	108	23.0
Hispanic or Latino of any race	132	15.5	131	13.6
White	101	13.0	89	10.3
English Learners	12	10.1	6	4.9
Eligible for Free or Reduced-Price Meals	254	17.8	247	15.4
Students with Disabilities	85	19.0	92	16.1
District	319	14.5	343	13.9
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 373**

**Number of school-based arrests: 41**

<sup>4</sup>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.

<sup>5</sup>This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2018-19

## Ansonia School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	121.3
Paraprofessional Instructional Assistants	31.5
<b>Special Education</b>	
Teachers and Instructors	25.0
Paraprofessional Instructional Assistants	22.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	8.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	9.7
Counselors, Social Workers and School Psychologists	16.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	91.5

<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	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.6	1.1
Black or African American	4	2.2	3.8
Hispanic or Latino of any race	6	3.2	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	173	93.0	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	8	30.8	26	81.3
Hispanic or Latino of any race	24	47.1	36	78.3
White	48	75.0	73	98.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	46	50.5	70	83.3
Students with Disabilities	14	43.8	28	90.3
District	87	57.2	147	89.6
State		74.5		85.2

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	17	35.4
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	132	85.2
Other Health Impairment	93	80.2
Other Disabilities	17	32.1
Speech/Language Impairment	67	78.8
District	343	68.2
State		67.6

<sup>3</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Ansonia School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	53	2.2	1.9
Emotional Disturbance	35	1.4	1.1
Intellectual Disability	12	0.5	0.5
Learning Disability	155	6.3	5.5
Other Health Impairment	117	4.8	3.2
Other Disabilities	68	2.8	1.1
Speech/Language Impairment	92	3.8	1.8
All Disabilities	532	21.8	15.0

<sup>1</sup>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<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	61	11.5	8.2
Private Schools or Other Settings	26	4.9	5.0

<sup>2</sup>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:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$27,300,543	\$10,825	\$10,545
Support services - students	\$385,371	\$169	\$1,373
Support services - instruction	\$74,369	\$33	\$644
Support services - general administration	\$579,810	\$254	\$462
Support services - school based administration	\$2,395,578	\$1,049	\$1,007
Central and other support services	\$2,878,052	\$1,261	\$671
Operation and maintenance of plant	\$2,886,760	\$1,264	\$1,629
Student transportation services	\$2,302,337	\$950	\$1,231
Food services	.	.	\$13
Enterprise operations	\$115,958	\$51	\$157
Minor school construction	.	.	\$65
Total	\$38,918,779	\$15,432	\$17,153

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,107,417	17.2	29.7
Instructional Aide Salaries	\$406,985	3.3	9.6
Other Salaries	\$817,659	6.7	10.4
Employee Benefits	\$592,838	4.8	13.0
Purchased Services Other Than Transportation	\$1,500,435	12.2	5.5
Special Education Tuition	\$5,422,770	44.2	22.6
Supplies	\$40,223	0.3	0.6
Property Services	\$3,588	0.0	0.4
Purchased Services For Transportation	\$1,378,068	11.2	8.0
Equipment	\$4,210	0.0	0.2
All Other Expenditures	\$1,576	0.0	0.1
Total	\$12,275,771	100.0	100.0
Percent of Total Expenditures Used for Special Education		31.5	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	44.8
State	50.3
Federal	4.8
Tuition & Other	0.2

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Ansonia School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	208	51.7	207	46.5	84	46.2
Hispanic or Latino of any race	436	57.5	436	52.1	161	50.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	61	64.1	61	56.0	18	*
White	414	62.8	412	57.6	189	56.7
English Learners	76	57.5	76	54.8	26	47.2
Non-English Learners	1,068	59.1	1,065	53.5	438	53.3
Eligible for Free or Reduced-Price Meals	753	56.6	750	51.4	309	51.2
Not Eligible for Free or Reduced-Price Meals	391	63.5	391	57.9	155	56.4
Students with Disabilities	229	42.8	228	37.2	96	40.0
Students without Disabilities	915	63.0	913	57.7	368	56.3
High Needs	830	56.0	827	50.6	338	50.2
Non-High Needs	314	66.9	314	61.5	126	60.3
District	1,144	59.0	1,141	53.6	464	52.9

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [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	HS	Count	Rate (%)
Sit & Reach	95.9	94.8	82.8	93.3	635	91.7
Curl Up	95.9	96.3	84.0	90.5	635	92.0
Push Up	82.9	80.1	75.7	81.0	635	79.8
Mile Run/PACER	89.4	90.6	79.9	86.7	635	86.8
All Tests - District	72.4	72.8	75.7	77.1	635	74.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>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.

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

# District Profile and Performance Report for School Year 2018-19

## Ansonia School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	36	100.0
Hispanic or Latino of any race	61	85.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	116	82.8
Students with Disabilities	41	70.7
District	169	85.8
State		88.3

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.3	34	22.7
Male	92.2	37	22.3
Black or African American	98.3	*	*
Hispanic or Latino of any race	95.9	11	11.3
White	92.8	43	31.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.3	32	18.3
Students with Disabilities	76.2	*	*
District	94.6	71	22.5
State	95.9		42.6

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- 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

<sup>4</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 percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	51.4	74.5
Male	44.9	80.0
Black or African American	38.2	70.0
Hispanic or Latino of any race	51.0	*
White	51.0	90.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	41.7	66.0
Students with Disabilities	50.0	*
District	48.2	76.8
State	71.0	87.8

<sup>5</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>6</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

# District Profile and Performance Report for School Year 2018-19

## Ansonia School District

### 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.0	75	39.3	50	78.6	67.7
	High Needs Students	56.0	75	37.3	50	74.6	58.1
Math Performance Index	All Students	53.6	75	35.7	50	71.5	63.1
	High Needs Students	50.6	75	33.7	50	67.5	52.7
Science Performance Index	All Students	52.9	75	35.3	50	70.6	63.8
	High Needs Students	50.2	75	33.5	50	66.9	54.2
ELA Academic Growth	All Students	47.6%	100%	47.6	100	47.6	59.9%
	High Needs Students	46.1%	100%	46.1	100	46.1	55.1%
Math Academic Growth	All Students	45.6%	100%	45.6	100	45.6	62.5%
	High Needs Students	43.0%	100%	43.0	100	43.0	55.2%
Progress Toward English Proficiency	Literacy	69.9%	100%	35.0	50	69.9	60.0%
	Oral	68.2%	100%	34.1	50	68.2	52.1%
Chronic Absenteeism	All Students	14.5%	<=5%	31.1	50	62.1	10.4%
	High Needs Students	17.3%	<=5%	25.4	50	50.9	16.1%
Preparation for CCR	% Taking Courses	74.1%	75%	49.4	50	98.7	80.0%
	% Passing Exams	22.5%	75%	15.0	50	30.0	42.6%
On-track to High School Graduation		90.8%	94%	48.3	50	96.6	88.0%
4-year Graduation All Students (2018 Cohort)		85.8%	94%	91.3	100	91.3	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		85.4%	94%	90.9	100	90.9	83.3%
Postsecondary Entrance (Class of 2018)		48.2%	75%	64.3	100	64.3	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.8%   74.2%	75%	49.4	50	98.9	96.4%   52.9%
Arts Access		45.2%	60%	37.7	50	75.3	51.9%
<b>Accountability Index</b>				<b>968.8</b>	<b>1450</b>	<b>66.8</b>	

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 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	66.9	56.0	10.9	15.4	
Math Performance Index Gap	61.5	50.6	10.9	17.6	
Science Performance Index Gap	60.3	50.2	10.1	16.1	
Graduation Rate Gap	94.0%	85.4%	8.6%	11.1%	N

<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.

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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.0
	High Needs Students	98.9
Math	All Students	98.8
	High Needs Students	98.5
Science	All Students	97.6
	High Needs Students	97.6

<sup>3</sup>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: 47.3      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Ansonia School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

During the 2018-2019 academic year, the district worked to improve our District Improvement Plan. Our plan was to focus on the student improvement and student growth as demonstrated on our Accountability Index, improvement in the area of culture and climate, and the creation of a system of supports for staff and students. This new plan was written by the District Data Team in order to obtain input from a variety of stakeholders (parents, community business leaders, teachers, and administrators). Ansonia has created a partnership at Mead Elementary School with ACES. This partnership has created and provided opportunities for Ansonia students to stay in district and experience a specialized program while remaining in their home district. Presently we have attendance officers at every building and a Family School Liaison that can help with reaching families. Our Family School Liaison has utilized her bilingual ability to engage families that were previously isolated. Our combined efforts with truancy prevention and family outreach has lead Ansonia to a more comprehensive CST process that helps us identify and address students and families; in an effort to provide supports and services. After conversation with families, the need for enrichment and STEM opportunities. Ansonia has contracted with TechTrep to provide 15 week online STEM and entrepreneurship classes for our students at Ansonia Middle School. The district seeks to involve parents and community members in educational initiatives through: school governance councils, 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.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Ansonia participates in the New Haven Magnet School Program, and 220 of our students attended one of the magnet schools last year. Presently we have 14 students that participate in the Open Choice program. The Ansonia Public School District educates over 2300 students. Presently Ansonia has 18.6% African American students, 39% Hispanic, 35.4% White, 4.5% English Language Learners, and 20.3% Special Education students. Ansonia Public Schools has shown the increased economic need and has qualified for the Community Eligibility Provision; all students in Ansonia qualify for free breakfast and lunch. Understanding the district's great needs; we have taken significant steps to reduce economic, ethnic, 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 the entire city rather than being neighborhood-based. Our Central Office Registrar ensures that 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 150 members between the two buildings. They lead and sponsor diversity programming for students in our schools and for community members, specifically targeting the elderly population through an intergenerational project. Ansonia has been collaborating with the Boys & Girls Club of the Lower Naugatuck Valley since 2002 to offer after school programming geared to low-income students in grades 6-8 who require additional support in academics, recreational and enrichment activities. At Ansonia High School we have created pathways and partnerships with Sikorsky, Housatonic Community College, Naugatuck Community College, University of Bridgeport, and local businesses.

# District Profile and Performance Report for School Year 2018-19

## Ansonia School District

### **Equitable Allocation of Resources among District Schools**

Ansonia Board of Education's policy is 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, student achievement, financial limitations, 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.