

STRATEGIC SCHOOL PROFILE 2007-08**Ansonia School District**

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Location: 42 Grove Street
Ansonia,
Connecticut

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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	Per Capita Income in 2000: \$20,504
Town Population in 2000: 18,554	Percent of Adults without a High School Diploma in 2000*: 17.9%
1990-2000 Population Growth: 0.8%	Percent of Adults Who Were Not Fluent in English in 2000*: 3.3%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 89.3%

*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, 2007	2,733
5-Year Enrollment Change	5.5%

DISTRICT GRADE RANGE

Grade Range	PK-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,310	47.9	41.8	28.7
K-12 Students Who Are Not Fluent in English	79	3.0	12.0	5.4
Students Identified as Gifted and/or Talented	0	0.0	4.2	4.0
PK-12 Students Receiving Special Education Services in District	278	10.2	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	142	62.3	76.8	79.2
Homeless	1	0.0	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	61	18.3	23.3	20.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	13	0.5
Asian American	42	1.5
Black	574	21.0
Hispanic	596	21.8
White	1,508	55.2
Total Minority	1,225	44.8

Percent of Minority Professional Staff: 5.3%

Non-English Home Language: 10.3% 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 25.

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.

Ansonia Public Schools educates a student population that is increasingly poorer in terms of economic status, but not in terms of opportunities that reduce racial, ethnic, and economic isolation. We have expanded our search for alternative funding sources in order to bring new, or enhance existing, programming to our students.

Ansonia's collaborative program run by the Boys & Girls Club focuses on middle school programming for grades 6-8, providing after school tutoring and enrichment/recreational activities three hours each day. Thanks to the funding for this program, 112 middle school students participated in the after school program. More than 100 students participate in magnet school programs. Several of our K-12 teachers lead programs that bring Ansonia students into other communities and learning experiences including the ACES Sister Schools Interdistrict Grant Program, Cosmic Cultures and the Greater New Haven Cooperative International Studies Program for high school students. Ansonia's mentoring program, now in its 7th year, brings community members into all of our schools and seeks to establish long-term relationships as our children move into and graduate from high school. High school students, including those in our alternative program, have the opportunity to gain an understanding of the world of work and their community through internships and other placements in local businesses.

We actively seek to provide appropriate role models for our students. We seek to provide more minority professional role models, including college graduates, tutors, teachers, and administrators.

Finally, Ansonia's commitment to reducing racial, ethnic, and economic isolation is continually evident through the structure of its schools: four large facilities offering modernized learning environments for all children at a grade level, no matter where in Ansonia they live.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	40.5	52.0	15.3
Writing	53.7	63.4	13.5
Mathematics	58.3	60.0	30.7
Grade 4 Reading	53.6	55.9	31.6
Writing	60.6	62.9	28.9
Mathematics	78.5	60.3	78.6
Grade 5 Reading	47.8	62.2	13.0
Writing	53.8	64.5	16.0
Mathematics	69.7	65.9	43.8
Science	38.9	54.9	12.3
Grade 6 Reading	49.5	66.3	10.7
Writing	53.3	61.9	20.2
Mathematics	54.1	66.4	14.9
Grade 7 Reading	49.3	71.1	9.7
Writing	39.1	62.0	10.3
Mathematics	38.0	63.0	10.3
Grade 8 Reading	49.8	64.8	11.9
Writing	44.7	63.4	11.9
Mathematics	48.5	60.8	18.2
Science	29.5	58.6	8.8

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 scoreable 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	29.8	45.5	17.7
Writing Across the Disciplines	34.5	57.9	11.5
Mathematics	25.0	50.1	11.5
Science	32.0	46.3	18.5

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
	21.5	36.1	11.8

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		66.2	77.6	
Average Score	Mathematics	427	504	10.0
	Critical Reading	448	502	10.0
	Writing	450	503	11.5

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, Class of 2007	88.4	92.6	13.1
Cumulative Four-Year Dropout Rate for Class of 2007	9.4	6.2	14.3
2006-07 Annual Dropout Rate for Grade 9 through 12	1.8	1.7	25.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	73.1	83.4
% Employed (Civilian Employment and in Armed Services)	26.2	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	150.00
Paraprofessional Instructional Assistants	57.70
Special Education	
Teachers and Instructors	24.00
Paraprofessional Instructional Assistants	24.00
Library/Media Specialists and Assistants	5.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	9.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.00
Counselors, Social Workers, and School Psychologists	12.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	103.55

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	12.1	13.7	13.6
% with Master's Degree or Above	70.7	75.1	75.6

Average Class Size	District	DRG	State
Grade K	20.7	18.8	18.1
Grade 2	23.4	19.2	19.3
Grade 5	20.7	19.8	20.9
Grade 7	20.3	19.0	20.5
High School	20.8	21.3	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,001	972	987
Middle School	1,000	1,003	1,017
High School	968	990	1,006

*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*	6.6	3.1	3.4
Middle School	3.9	2.7	2.7
High School	4.6	3.0	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$14,029	\$5,158	\$7,153	\$7,736	\$7,159
Instructional Supplies and Equipment	\$384	\$141	\$262	\$256	\$266
Improvement of Instruction and Educational Media Services	\$618	\$227	\$443	\$355	\$429
Student Support Services	\$2,890	\$1,063	\$764	\$772	\$761
Administration and Support Services	\$2,946	\$1,083	\$1,256	\$1,325	\$1,271
Plant Operation and Maintenance	\$2,182	\$802	\$1,329	\$1,209	\$1,322
Transportation	\$1,139	\$377	\$605	\$542	\$601
Costs for Students Tuitioned Out	\$2,410	N/A	N/A	N/A	N/A
Other	\$556	\$205	\$147	\$83	\$145
Total	\$27,155	\$9,338	\$12,203	\$12,324	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,768	\$1,385	\$1,875	\$1,429	\$1,882

Special Education Expenditures	
Total Expenditures	\$6,542,356
Percent of Total PK-12 Expenditures Used for Special Education	24.1%

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	35.2	59.2	5.2	0.4
Excluding School Construction	36.5	57.2	5.9	0.5

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 school in the district receives comparable resources within financial limitations and needs. Students are assigned to a school based on their grade level designation, not where they live. All children at a specific grade level get the same opportunities. This allows teachers to team up for special projects – such as the second and fourth grade classes involved in the ACES Sister Schools project, and the K-8 grade classes that have built an inclusion model with our special education teachers. Many programs and assembly type activities can be geared to one grade level – and we are fortunate that ALL of our students in that grade are experiencing the special activity at the same time.

Building principals and central office administration collaborate on the development of their budgets throughout many of the school months. In their monthly meetings, as well as other special meetings, they determine the priorities for the year and make budget decisions based on those shared goals involving curriculum initiatives, enrollment, teacher/student ratio and the district improvement plan. The membership of Ansonia's Board of Education finance committee is the "board as a whole," which provides further analysis of equity throughout the process.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	305
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.7%

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	27	0.9	0.6	0.7
Learning Disability	98	3.4	4.1	4.0
Intellectual Disability	20	0.7	0.5	0.5
Emotional Disturbance	31	1.1	0.9	1.0
Speech Impairment	69	2.4	2.4	2.4
Other Health Impairment*	39	1.4	1.8	2.1
Other Disabilities**	21	0.7	1.2	0.9
Total	305	10.7	11.5	11.5

*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 2006-07 with a Standard Diploma	76.9	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.0	2.8

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	4.6	20.4	48.2	62.1
	Writing	5.6	19.3	50.6	63.0
	Mathematics	15.2	22.6	57.4	62.7
	Science	5.4	22.2	33.9	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	29.8	45.5
	Writing Across the Disciplines	N/A	N/A	34.5	57.9
	Mathematics	N/A	N/A	25.0	50.1
	Science	N/A	N/A	32.0	46.3

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	21.5
	% With Accommodations	78.5
CAPT	% Without Accommodations	42.9
	% With Accommodations	57.1
% Assessed Using Skills Checklist		12.5

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	0	0.0
Private Schools or Other Settings	34	11.1

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	217	71.1	69.8	71.6
40.1 to 79.0 Percent of Time	53	17.4	15.8	16.6
0.0 to 40.0 Percent of Time	35	11.5	14.4	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Again this year the district focused on improving K-12 reading instruction. K-3 teachers were involved in the Reading First program. K-12 teachers were trained in using data to drive instruction.

In the area of special education the Ansonia Public School System took great efforts to revise the manner in which behavior has been examined. Subsequently, the writing of behavior intervention plans has also been improved. The District has taken the stance of looking at behavior in a functional manner from a building based team approach that includes general education teachers, special education teachers, administrators, Pupil Personnel Staff members, and parents. The team reviews the whole child from a historical perspective with regard to grades, disciplinary history, and past behavior plans. It incorporates input from the student, parent, and teachers. Structured observations occur, and data is collected over time. Additionally, speech services were integrated into regular classroom instruction grades 6-8. The middle school offered a daily living skills class to students with multiple areas of special education eligibility. Ansonia focused on developing a comprehensive and specific district-wide improvement plan involving staff and community members K-12. Significant aspects included raising academic standards and aligning activities to the state frameworks.
