

STRATEGIC SCHOOL PROFILE 2009-10**Ansonia School District**

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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

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: 89.6%

*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, 2009 2,725
5-Year Enrollment Change 0.7%

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	1,590	58.2	47.0	32.6
K-12 Students Who Are Not Fluent in English	79	3.0	12.2	5.4
Students Identified as Gifted and/or Talented	0	0.0	3.5	4.1
PK-12 Students Receiving Special Education Services in District	256	9.3	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	184	92.5	76.5	80.5
Homeless	3	0.1	0.3	0.2
Juniors and Seniors Working 16 or More Hours Per Week	52	17.0	15.8	13.6

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	12	0.4
Asian American	62	2.3
Black	582	21.3
Hispanic	608	22.3
White	1,461	53.7
Total Minority	1,264	46.4

Percent of Minority Professional Staff: 6.9%

Open Choice:

4 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:

11.0% 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.

The Ansonia Public School District educates a student population that is increasingly diverse and approximately 49% of students qualify for free and reduced lunch. The district has taken significant steps to reduce racial, ethnic and economic isolation. The greatest contribution toward these efforts has been the creation of a Human Relations Club at our high school and middle school. This student-led organization has grown to nearly 100 members between the two buildings. They have sponsored three annual Community Conferences and two Student Conferences. This year these events drew a combined audience of 700 people with representatives from school districts around the state. In addition, this group works closely with Ansonia's mayor, who formed a Task Force on Race & Ethnicity. Several club members serve on the mayor's task force in order to coordinate activities. We began working 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 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. More than 100 students joined the Club, nearly 17% of the school population. When the grant ended in 2007, the Club continued the program, although at a reduced capacity. The district completed the first year of a three-year project to provide literacy and recreational support to the two community-based after school programs in our city, operated by Ansonia Community Action (approximately 20 children) and the Tinney Community Center (approximately 50 children). 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 and our relationship with EastConn's Project Opening Doors. We participate in the New Haven Magnet School Program, and 214 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	47.6	57.0	17.2
Writing	56.9	58.3	33.7
Mathematics	55.9	62.4	20.9
Grade 4 Reading	41.0	59.9	10.1
Writing	54.7	63.6	18.1
Mathematics	66.2	67.0	35.2
Grade 5 Reading	42.0	61.8	9.7
Writing	59.9	68.2	19.9
Mathematics	71.1	72.4	31.3
Science	37.7	59.4	10.2
Grade 6 Reading	64.5	74.9	16.0
Writing	64.0	65.9	31.1
Mathematics	75.9	70.7	45.4
Grade 7 Reading	64.0	77.4	12.3
Writing	49.4	61.2	15.6
Mathematics	56.2	68.5	16.2
Grade 8 Reading	59.3	73.3	13.4
Writing	44.5	62.6	11.5
Mathematics	57.9	67.3	19.1
Science	43.0	62.8	9.6

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	25.3	45.9	12.1
Writing Across the Disciplines	28.3	59.6	6.0
Mathematics	27.2	48.7	14.4
Science	26.5	45.3	15.2

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
	46.1	50.7	34.6

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		68.5	68.5	
Average Score	Mathematics	445	508	11.6
	Critical Reading	481	503	24.8
	Writing	470	506	17.1

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 2009	89.2	91.3	16.9
2008-09 Annual Dropout Rate for Grade 9 through 12	3.1	3.0	15.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	78.5	84.5
% Employed (Civilian Employment and in Armed Services)	21.5	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	143.80
Paraprofessional Instructional Assistants	35.00
Special Education	
Teachers and Instructors	22.00
Paraprofessional Instructional Assistants	29.50
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	7.00
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	99.75

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	8.0	13.8	13.8
% with Master's Degree or Above	69.9	79.1	77.8

Average Class Size	District	DRG	State
Grade K	18.2	19.3	18.5
Grade 2	22.2	19.9	19.7
Grade 5	23.6	21.0	21.1
Grade 7	19.4	21.3	20.8
High School	20.6	20.9	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,012	966	992
Middle School	941	994	1,018
High School	986	1,007	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*	6.7	3.5	3.2
Middle School	3.4	3.0	2.5
High School	4.1	2.7	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$16,994	\$6,264	\$7,819	\$8,337	\$7,829
Instructional Supplies and Equipment	\$885	\$326	\$274	\$241	\$279
Improvement of Instruction and Educational Media Services	\$662	\$244	\$474	\$466	\$459
Student Support Services	\$1,350	\$498	\$863	\$948	\$859
Administration and Support Services	\$3,472	\$1,280	\$1,405	\$1,461	\$1,426
Plant Operation and Maintenance	\$2,626	\$968	\$1,469	\$1,380	\$1,462
Transportation	\$1,284	\$421	\$701	\$597	\$694
Costs for Students Tuitioned Out	\$1,936	N/A	N/A	N/A	N/A
Other	\$913	\$337	\$163	\$90	\$162
Total	\$30,121	\$10,214	\$13,458	\$13,589	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,730	\$1,375	\$1,864	\$1,433	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,155,828	20.4	20.6	20.7

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	34.1	60.1	4.9	0.9
Excluding School Construction	33.6	59.9	5.5	1.0

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, taking into account a variety of data related to student achievement, District and School Improvement Plans, financial limitations and differing needs among schools and grade levels. A four-step process is used to ensure equity: 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 Plan. Sometimes competing requests need to be 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	288
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.1%

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	30	1.0	0.8	1.0
Learning Disability	79	2.8	3.9	3.9
Intellectual Disability	20	0.7	0.5	0.5
Emotional Disturbance	27	0.9	0.9	1.0
Speech Impairment	55	1.9	2.3	2.2
Other Health Impairment*	54	1.9	1.8	2.1
Other Disabilities**	23	0.8	1.2	0.9
Total	288	10.1	11.5	11.6

*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 2008-09 with a Standard Diploma	94.1	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	4.6	4.1

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	11.8	31.6	52.4	67.5
	Writing	11.2	19.6	54.9	63.3
	Mathematics	25.4	32.9	63.7	68.1
	Science	13.2	23.7	40.3	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	25.3	45.9
	Writing Across the Disciplines	N/A	N/A	28.3	59.6
	Mathematics	N/A	N/A	27.2	48.7
	Science	5.6	13.0	26.5	45.3

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	21.2
	% With Accommodations	78.8
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		17.8

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	35	12.2

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	220	76.4	69.5	73.4
40.1 to 79.0 Percent of Time	34	11.8	14.9	15.3
0.0 to 40.0 Percent of Time	34	11.8	15.6	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

During the 2009-2010 academic year, the district began to implement and monitor a 3-year District Improvement Plan (2009-2012) to increase achievement and close achievement gaps and a 3-Year Technology Plan (2009-2020) 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-K12 language arts and math curriculum aligned to the CT Curriculum Development Guide progressed as scheduled. All staff were trained in the following Research-based Effective Teaching Strategies: Gradual Release Model, Similarities and Differences, Non-Fiction Writing, Summarizing and Note-taking. 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. Workshops were offered to all staff to promote the use of digital technology to enhance teaching and learning. 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 purchasing AIMSweb to progress monitor the achievement of Tier 2 and 3 students. Four additional AP courses were introduced at the high school for a total of nine new AP courses within a 2-year time frame. Enrichment classes were introduced at Ansonia Middle School. The district sought 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 were hosted at each building to elicit support for school district initiatives and to address questions regarding student progress, district improvement plans and budgetary needs.
