

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



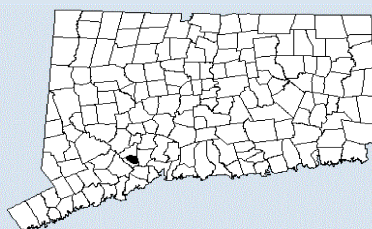
Ansonia School District

Ms. Carol Merlone, Superintendent • 203-736-5095 • www.ansonia.org

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,382
Per Pupil Expenditures ¹	\$13,263
Total Expenditures ¹	\$35,014,560

¹Expenditure data reflect the 2014-15 year.



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)

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Notes

Unless otherwise noted, all data are for 2015-16 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.

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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,122	47.1	48.3
Male	1,260	52.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	47	2.0	4.9
Black or African American	471	19.8	12.8
Hispanic or Latino	747	31.4	23.0
Pacific Islander	*	*	0.0
Two or More Races	85	3.6	2.7
White	1,012	42.5	55.9
English Learners	66	2.8	6.4
Eligible for Free or Reduced-Price Meals	1,634	68.6	38.0
Students with Disabilities ¹	428	18.0	13.7

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	144	13.4	63	5.5
Male	186	15.5	136	10.6
Black or African American	82	18.9	69	14.6
Hispanic or Latino	106	14.7	60	7.8
White	126	12.9	61	5.9
English Learners	15	21.7	*	*
Eligible for Free or Reduced-Price Meals	268	17.4	166	9.7
Students with Disabilities	70	16.8	58	11.7
District	330	14.5	199	8.2
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 519

Number of school-based arrests: 20

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	146.2
Paraprofessional Instructional Assistants	32.5
Special Education	
Teachers and Instructors	23.5
Paraprofessional Instructional Assistants	18.3
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	8.3
Library/Media	
Specialists (Certified)	1.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	14.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	91.7

¹In 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	2	1.0	1.0
Black or African American	3	1.5	3.5
Hispanic or Latino	4	1.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	197	95.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.1	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	10	34.5	23	85.2
Hispanic or Latino	21	60.0	*	*
White	56	69.1	70	93.3
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	40	50.0	56	87.5
Students with Disabilities	10	47.6	8	*
District	90	60.8	114	89.8
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	13	27.7
Emotional Disturbance	13	43.3
Intellectual Disability	6	*
Learning Disability	100	82.6
Other Health Impairment	84	79.2
Other Disabilities	13	30.2
Speech/Language Impairment	47	92.2
District	276	66.3
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	50	2.0
Emotional Disturbance	31	1.2
Intellectual Disability	18	0.7
Learning Disability	121	4.8
Other Health Impairment	106	4.2
Other Disabilities	62	2.5
Speech/Language Impairment	62	2.5
All Disabilities	450	18.0

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	18,603,903	7,755	9,387
Instructional Supplies and Equipment	523,762	218	318
Improvement of Instruction and Educational Media Services	517,593	216	541
Student Support Services	1,523,838	635	1,048
Administration and Support Services	3,968,787	1,654	1,790
Plant Operation and Maintenance	2,915,289	1,215	1,608
Transportation	2,239,547	832	845
Costs of Students Tuitioned Out	4,120,043	N/A	N/A
Other	601,798	251	194
Total	35,014,560	13,263	15,762

Additional Expenditures

Land, Buildings, and Debt Service	3,049,681	1,271	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	1,862,103	19.6
Noncertified Personnel	624,312	6.6
Purchased Services	1,021,149	10.7
Tuition to Other Schools	4,120,043	43.4
Special Ed. Transportation	1,393,080	14.7
Other Expenditures	482,368	5.1
Total Expenditures	9,503,055	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	40.6	40.3
State	54.8	54.6
Federal	3.9	4.2
Tuition & Other	0.7	0.8

⁴Revenue 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 Correction).

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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	*	*	*	*	*	*
Asian	15	*	15	*	9	*
Black or African American	205	51.9	206	46.5	99	38.4
Hispanic or Latino	348	56.1	347	50.8	156	43.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	34	66.5	34	60.4	9	*
White	519	60.2	518	55.8	235	48.5
English Learners	46	56.0	46	51.5	15	*
Non-English Learners	1088	58.0	1087	53.1	500	45.2
Eligible for Free or Reduced-Price Meals	784	55.4	783	50.7	371	42.6
Not Eligible for Free or Reduced-Price Meals	350	63.7	350	58.2	144	51.1
Students with Disabilities	209	43.6	209	40.3	93	33.0
Students without Disabilities	925	61.2	924	55.9	422	47.6
High Needs	840	55.0	839	50.4	400	42.0
Non-High Needs	294	66.4	294	60.4	115	55.6
District	1134	57.9	1133	53.0	515	45.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	85.6	80.4	87.6	90.1	614	85.7
Curl Up	78.1	66.1	91.0	96.5	614	82.1
Push Up	63.8	61.9	67.6	87.2	614	69.5
Mile Run/PACER	61.9	69.6	64.1	70.9	614	66.6
All Tests - District	37.5	33.3	36.6	69.5	614	43.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	37	83.8	79.6	Yes	81.4
Hispanic or Latino	48	83.3	69.6	Yes	72.7
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	130	81.5	68.0	Yes	71.2
Students with Disabilities	21	66.7	58.6	Yes	63.0
District	172	83.7	77.4	Yes	79.5
State ⁴		87.2			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.3	36	26.9
Male	95.0	38	27.0
Black or African American	96.4	7	12.5
Hispanic or Latino	94.8	7	12.1
White	92.9	57	36.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.4	20	13.9
Students with Disabilities	*	*	*
District	94.2	74	26.9
State	95.6		40.7

⁵College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation 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.

Copyright © 2016 ACT, Inc. www.act.org

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 ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	70.6	81.6
Male	50.6	76.9
Black or African American	55.6	*
Hispanic or Latino	53.8	61.9
White	63.4	90.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	57.3	72.3
Students with Disabilities	*	*
District	59.6	79.2
State	71.9	88.3

⁷College 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.

⁸College 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

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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	57.9	75	38.6	50	77.2	67.7
	High Needs Students	55.0	75	36.6	50	73.3	56.7
Math Performance Index	All Students	53.0	75	35.3	50	70.7	61.4
	High Needs Students	50.4	75	33.6	50	67.2	49.9
Science Performance Index	All Students	45.0	75	30.0	50	60.0	57.5
	High Needs Students	42.0	75	28.0	50	55.9	47.0
ELA Academic Growth	All Students	52.0%	100%	52.0	100	52.0	63.8%
	High Needs Students	50.1%	100%	50.1	100	50.1	58.3%
Math Academic Growth	All Students	57.3%	100%	57.3	100	57.3	65.0%
	High Needs Students	55.9%	100%	55.9	100	55.9	57.4%
Chronic Absenteeism	All Students	14.5%	<=5%	31.0	50	62.1	9.6%
	High Needs Students	17.1%	<=5%	25.7	50	51.4	15.6%
Preparation for CCR	% Taking Courses	74.2%	75%	49.5	50	98.9	67.6%
	% Passing Exams	26.9%	75%	17.9	50	35.9	40.7%
On-track to High School Graduation		89.6%	94%	47.6	50	95.3	85.1%
4-year Graduation All Students (2015 Cohort)		83.7%	94%	89.1	100	89.1	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		79.6%	94%	84.7	100	84.7	78.6%
Postsecondary Entrance (Class of 2015)		59.6%	75%	79.5	100	79.5	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		86.8% 43.5%	75%	14.5	50	29.0	89.2% 50.5%
Arts Access		35.7%	60%	29.8	50	59.6	47.5%
Accountability Index				886.7	1350	65.7	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	66.4	55.0	11.5	16.5	
Math Performance Index Gap	60.4	50.4	10.0	18.9	
Science Performance Index Gap	55.6	42.0	13.6	17.2	
Graduation Rate Gap	94.0%	79.6%	14.4%	15.3%	N

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.6
	High Needs Students	97.1
Math	All Students	97.5
	High Needs Students	97.0
Science	All Students	98.9
	High Needs Students	99.1

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 47.9

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2016 - 2017 academic year, the district continued to implement and monitor its 3-year District Improvement Plan (2015-2018) to increase achievement, close achievement gaps and to embed digital and web-based resources and practices into curriculum and instruction. 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). The 3-Year Curriculum Development Plan roll-out for pre-K through Grade 12 Language Arts and Math curriculum aligned to the Common Core State Standards has progressed as scheduled and is closely monitored and changes are made when needed. The staff was trained in Differentiated Instruction, research-based Effective Teaching Strategies, Common Core State Standards and Kim Marshall's rubrics for teacher observation. Workshops were offered to all staff to promote the use of Google Classroom to enhance teaching and learning. All K-6 classroom teachers were trained/retrained and received in-class support in using running records to plan and assess student progress in guided reading groups using the Readers Workshop model. Classroom walkthroughs are conducted daily to monitor the effective implementation of these strategies and principals provide constructive feedback to teachers. Instructional Rounds have been continued at the school level and have included teachers. Structures and processes for Scientific Research-based Intervention (SRBI) were planned and implemented for tier 2 and 3 intervention blocks and the implementation of electronic tools such as Easy CBM, Burst, and RAPS 360. Additional AP courses have been introduced at the high school. Enrichment and STEM classes are in place 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.

The District Data Team has worked in collaboration with our school Administrators in order to highlight three overarching district goals for our District Improvement Plan.

Literacy. • By 2018, Grade 3 students will meet or exceed 60 percent proficiency as measured by the SBAC Assessment. • Grade 4 goes from 39% to 60%. • Grade 5 goes from 34% to 55%. • Grade 6 goes from 38% to 60%. • Grade 7 goes from 18% to 40%. • Grade 8 goes from 34% to 55%.

• By 2018, the average scaled score of Grade 3 students will meet or exceed the national 60th percentile average (492 Scaled Score) as measured by the STAR Reading Assessment.

Numeracy. • By 2018, Grade 3 students will meet or exceed 55 percent proficiency as measured by the SBAC Assessment. • Grade 4 goes from 30% to 50%. • Grade 5 goes from 16% to 40%. • Grade 6 goes from 29% to 50%. • Grade 7 goes from 17% to 40%. • Grade 8 goes from 19% to 40%.

• By 2018, the average scaled score of Grade 3 students will meet or exceed the national 60th percentile average (620 Scaled Score) as measured by the STAR Math Assessment.

College Readiness.

By 2018, 80% of graduating seniors will attend a post-secondary institution or the Armed Services.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Ansonia Public School District educates an increasingly diverse student population. Approximately 77% of students qualify for free and reduced-priced meals. The district has 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. Nine years ago, 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. Our two Elementary Schools now offer an after school STEM Science club for students in Grades 4-6, providing STEM and enrichment activities led by our certified teaching staff. 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.

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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.