

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



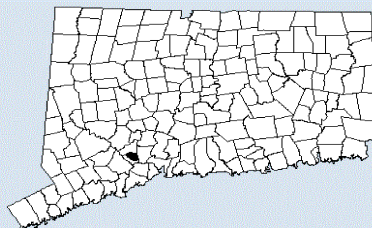
Ansonia School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,415
Per Pupil Expenditures ¹	\$13,014
Total Expenditures ¹	\$33,614,307

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,139	47.2	48.3
Male	1,276	52.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	51	2.1	4.7
Black or African American	491	20.3	12.9
Hispanic or Latino	734	30.4	22.1
Pacific Islander	*	*	0.0
Two or More Races	73	3.0	2.5
White	1,044	43.2	57.2
English Language Learners	72	3.0	6.3
Eligible for Free or Reduced-Price Meals	1,609	66.6	37.6
Students with Disabilities ¹	394	16.3	13.3

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	156	14.1	55	4.7
Male	226	18.3	121	9.2
Black or African American	99	20.7	53	10.4
Hispanic or Latino	126	17.3	65	8.4
White	147	14.6	50	4.7
English Language Learners	11	18.0	*	*
Eligible for Free or Reduced-Price Meals	309	19.5	147	8.4
Students with Disabilities	81	20.4	50	10.8
District	382	16.3	176	7.1
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 511

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	148.2
Paraprofessional Instructional Assistants	28.5
Special Education	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	17.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	8.3
Library/Media	
Specialists (Certified)	1.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	13.0
School Nurses	4.5
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	4	2.0	3.5
Hispanic or Latino	4	2.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	193	95.1	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	97.8
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	9.2

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	16	66.7	24	64.9
Hispanic or Latino	*	*	32	74.4
White	53	74.6	66	85.7
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	45	69.2	69	71.9
Students with Disabilities	*	*	10	*
District	85	72.6	126	78.3
State		58.4		73.8

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	10	25.0
Emotional Disturbance	19	52.8
Intellectual Disability	6	30.0
Learning Disability	88	84.6
Other Health Impairment	76	79.2
Other Disabilities	11	29.7
Speech/Language Impairment	48	94.1
District	258	67.2
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	48	1.9	1.5
Emotional Disturbance	36	1.4	1.0
Intellectual Disability	20	0.8	0.5
Learning Disability	104	4.1	4.4
Other Health Impairment	96	3.8	2.6
Other Disabilities	52	2.1	1.0
Speech/Language Impairment	59	2.3	1.9
All Disabilities	415	16.4	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	41	9.9	8.1
Private Schools or Other Settings	21	5.1	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,277,476	7,441	9,134
Instructional Supplies and Equipment	1,681,633	724	334
Improvement of Instruction and Educational Media Services	557,803	240	498
Student Support Services	1,137,741	490	1,001
Administration and Support Services	3,921,772	1,689	1,694
Plant Operation and Maintenance	2,815,904	1,213	1,572
Transportation	1,877,652	712	813
Costs of Students Tuitioned Out	3,656,009	N/A	N/A
Other	688,317	296	186
Total	33,614,307	13,014	15,289

Additional Expenditures

Land, Buildings, and Debt Service	3,153,181	1,358	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,895,099	22.1	35.1
Noncertified Personnel	1,196,850	13.9	14.2
Purchased Services	180,041	2.1	5.2
Tuition to Other Schools	3,656,009	42.6	22.0
Special Ed. Transportation	1,095,715	12.8	8.6
Other Expenditures	557,931	6.5	14.9
Total Expenditures	8,581,645	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	38.5	38.1
State	56.3	56.3
Federal	4.5	4.9
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	19	*	18	*	8	*
Black or African American	223	52.7	223	42.1	126	40.8
Hispanic or Latino	311	58.8	308	50.2	148	44.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	29	64.0	29	57.8	15	*
White	555	64.1	558	55.2	259	50.8
English Language Learners	35	50.5	34	46.3	22	35.3
Non-English Language Learners	1118	61.0	1118	51.9	541	47.3
Eligible for Free or Reduced-Price Meals	796	57.9	792	49.2	382	44.1
Not Eligible for Free or Reduced-Price Meals	357	66.8	360	57.3	181	52.6
Students with Disabilities	207	40.7	207	35.8	107	31.9
Students without Disabilities	946	65.1	945	55.2	456	50.3
High Needs	845	57.1	841	48.5	407	43.6
Non-High Needs	308	70.5	311	60.3	156	55.4
District	1153	60.7	1152	51.7	563	46.8

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	81.8	76.2	62.1	89.7	655	77.6
Curl Up	77.6	75.0	81.4	63.6	655	74.4
Push Up	63.0	55.5	61.5	67.3	655	61.8
Mile Run/PACER	72.7	73.2	55.9	65.5	655	66.9
All Tests - District	41.8	40.2	26.1	43.6	655	38.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	38	65.8	77.9	No	79.6
Hispanic or Latino	44	77.3	66.6	Yes	69.6
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	111	71.2	64.7	Yes	68.0
Students with Disabilities	*	*	54.1	No	58.6
District	157	76.4	75.3	Yes	77.4
State ⁴		87.0			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 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	62.8	27	20.9
Male	51.7	31	20.8
Black or African American	49.2	6	9.8
Hispanic or Latino	41.9	*	*
White	64.2	43	29.1
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	50.3	20	12.4
Students with Disabilities	*	0	*
District	56.8	58	20.9
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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 © 2015 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	65.5	77.9
Male	54.7	78.8
Black or African American	57.7	78.3
Hispanic or Latino	58.3	63.6
White	61.4	82.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	53.8	76.2
Students with Disabilities	31.8	*
District	59.4	78.2
State	72.6	88.8

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 first 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	60.7	75	80.9	100	80.9	67.9
	High Needs Students	57.1	75	76.2	100	76.2	56.7
Math Performance Index	All Students	51.7	75	69.0	100	69.0	59.3
	High Needs Students	48.5	75	64.7	100	64.7	47.8
Science Performance Index	All Students	46.8	75	62.4	100	62.4	56.5
	High Needs Students	43.6	75	58.1	100	58.1	45.9
Chronic Absenteeism	All Students	16.3%	<=5%	27.4	50	54.8	10.6%
	High Needs Students	19.3%	<=5%	21.3	50	42.7	17.3%
Preparation for CCR	% Taking Courses	75.9%	75%	50.0	50	100.0	66.1%
	% Passing Exams	20.9%	75%	13.9	50	27.8	37.3%
On-track to High School Graduation		88.8%	94%	47.2	50	94.5	85.6%
4-year Graduation All Students (2014 Cohort)		76.4%	94%	81.3	100	81.3	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		79.7%	94%	84.8	100	84.8	77.6%
Postsecondary Entrance (Class of 2014)		59.4%	75%	79.2	100	79.2	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		85.5% 38.0%	75%	12.7	50	25.3	87.6% 51.0%
Arts Access		39.8%	60%	33.1	50	66.3	45.7%
Accountability Index				862.4	1250	69.0	

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	70.5	57.1	13.3	17.3	
Math Performance Index Gap	60.3	48.5	11.8	19.6	
Science Performance Index Gap	55.4	43.6	11.8	17.2	
Graduation Rate Gap	91.9%	79.7%	12.2%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.6
	High Needs Students	98.8
Math	All Students	98.4
	High Needs Students	98.2
Science	All Students	97.1
	High Needs Students	96.7

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: 48.5 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Ansonia School District

Narratives

School District Improvement Plans and Parental Outreach Activities

During the 2015 - 2016 academic year, the district began to implement and monitor its 3-year District Improvement Plan (2015-2018) to increase achievement and close achievement gaps and to embed digital and web-based resources and practices into curriculum and instruction. This new plan was written during the District Data Team in order to obtain input from a variety of stakeholders (parents, community business leaders, teachers, and administrators). School and District Data Teams became fully operational. 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. 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 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 instituted and they are being rolled out at the building level with teachers being brought into the process. 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 Easy CBM, Burst, and RAPS 360. 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: 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. These goals were created through the Changing the Odds Study and streamlined through the Touchstones outline within this study. Here are these Goals defined:

Numeracy

By 2018, the average RIT score of Grade 3 students will meet or exceed the national average as measured by the NWEA Math Assessment.

Literacy

By 2018 EOY, 90% of all 3rd grade students assessed by TRC/MCLASS will be proficient or higher.

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 a student population that is increasingly diverse. Approximately 76% of students qualify for free and reduced-priced meals. 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 the entire city – rather than being neighborhood-based. Each classroom within these schools receives an enrollment that is reflective of the community's diversity. This is dutifully maintained by our Central Office Registrar. Eight 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 125 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 Science and Social Studies 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

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.