

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



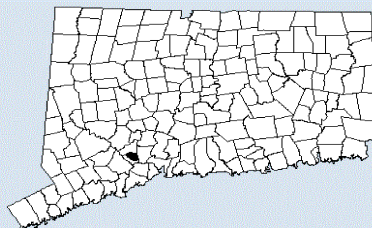
Ansonia School District

Dr. Joseph Dibacco, Superintendent • 203-736-5095 • www.ansonia.org

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,284
Per Pupil Expenditures ¹	\$15,653
Total Expenditures ¹	\$39,726,318

¹ Expenditure data reflect the 2018-19 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 2019-20 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 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,069	46.8	48.4
Male	1,215	53.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	45	2.0	5.2
Black or African American	433	19.0	12.7
Hispanic or Latino of any race	974	42.6	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	134	5.9	3.8
White	693	30.3	51.1
English Learners	115	5.0	8.3
Eligible for Free or Reduced-Price Meals	1,549	67.8	43.3
Students with Disabilities ³	473	20.7	16.0

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

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

³ 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	164	15.7	74	6.5
Male	178	15.6	157	12.2
Black or African American	76	17.5	68	14.2
Hispanic or Latino of any race	152	16.5	102	9.9
White	87	13.2	48	6.6
English Learners	16	12.4	9	6.6
Eligible for Free or Reduced-Price Meals	284	19.5	170	10.0
Students with Disabilities	90	21.9	45	8.5
District	342	15.7	231	9.5
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 459

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays the 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	129.2
Paraprofessional Instructional Assistants	39.0
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	20.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	9.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	10.8
Counselors, Social Workers and School Psychologists	15.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	95.5

¹ 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	1.2
Black or African American	3	1.6	4.0
Hispanic or Latino of any race	6	3.1	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	182	93.8	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	11	47.8	26	78.8
Hispanic or Latino of any race	17	45.9	41	77.4
White	27	67.5	61	92.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	49.1	80	84.2
Students with Disabilities	13	50.0	24	61.5
District	60	56.1	139	84.2
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	12	24.5
Emotional Disturbance	13	40.6
Intellectual Disability	*	*
Learning Disability	133	82.1
Other Health Impairment	86	75.4
Other Disabilities	*	*
Speech/Language Impairment	54	81.8
District	310	65.7
State		67.8

³ 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	54	2.2	2.0
Emotional Disturbance	32	1.3	1.1
Intellectual Disability	11	0.5	0.5
Learning Disability	163	6.8	5.7
Other Health Impairment	115	4.8	3.3
Other Disabilities	47	2.0	1.1
Speech/Language Impairment	75	3.1	1.8
All Disabilities	497	20.7	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	55	11.1	8.2
Private Schools or Other Settings	24	4.8	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$27,858,690	\$10,977	\$10,923
Support services - students	\$306,337	\$133	\$1,277
Support services - instruction	\$72,106	\$31	\$682
Support services - general administration	\$725,426	\$315	\$467
Support services - school based administration	\$2,377,414	\$1,031	\$1,021
Central and other support services	\$2,471,277	\$1,072	\$679
Operation and maintenance of plant	\$3,535,201	\$1,534	\$1,718
Student transportation services	\$2,297,528	\$901	\$1,288
Food services	.	.	\$12
Enterprise operations	\$82,338	\$36	\$163
Minor school construction	.	.	\$59
Total	\$39,726,318	\$15,653	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,078,107	17.6	28.5
Instructional Aide Salaries	\$423,440	3.6	10.1
Other Salaries	\$725,003	6.1	11.1
Employee Benefits	\$507,647	4.3	13.0
Purchased Services Other Than Transportation	\$2,286,714	19.4	5.7
Special Education Tuition	\$4,355,391	36.9	22.5
Supplies	\$62,467	0.5	0.6
Property Services	\$5,236	0.0	0.3
Purchased Services For Transportation	\$1,355,336	11.5	8.0
Equipment	\$4,208	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$11,803,550	100.0	100.0
Percent of Total Expenditures Used for Special Education		29.7	24.6

Expenditures by Revenue Source⁴:

2018-19

	Percent of Total (%) Excluding School Construction
Local	43.2
State	51.7
Federal	4.9
Tuition & Other	0.2

⁴ 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).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	37	86.5
Hispanic or Latino of any race	58	82.8
English Learners	9	*
Eligible for Free or Reduced-Price Meals	139	86.3
Students with Disabilities	34	64.7
District	181	86.7
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	76.8	68.4
Male	38.0	83.9
Black or African American	46.9	*
Hispanic or Latino of any race	44.0	72.0
White	63.2	84.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	51.2	69.6
Students with Disabilities	26.9	*
District	54.7	75.4
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	69.8%	100%	60.4%
	Oral	65.4%	100%	57.6%
Chronic Absenteeism	All Students	15.7%	<=5%	12.2%
	High Needs Students	18.5%	<=5%	18.0%
Preparation for CCR	% Taking Courses	73.2%	75%	80.4%
On-track to High School Graduation		89.9%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		86.7%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		83.6%	94%	84.5%
Postsecondary Entrance (Class of 2019)		54.6%	75%	71.5%
Arts Access		45.5%	60%	51.8%

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	83.6%	10.4%	10.9%	N

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Ansonia Public Schools is increasing the continuum of services that are provided in district. We have increased our ability to service students with the addition of community partnerships with PCRC and BHcare to assist students and families in need of counseling. Ansonia has resources to support team teaching in the regular education classroom, this allows students to receive services in the least restrictive environment. Ansonia Public Schools has partnered with ACES (our regional RESC area) to create a program to service students in their home district and allows students the ability to have a fluid program to aid in transitioning back to their regular education classroom. 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. Truancy prevention has proven to be an area of continual effort. Ansonia Public Schools has partnered with the Ansonia Youth Bureau; through this combined effort we have a community outreach worker that assists these students and families. Ansonia's Youth Bureau Director reaches out to students and families of those with past and present truancy issues. After conversation with families, the need for enrichment and STEM opportunities. Ansonia has contracted with a STEM vendor 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. Due to distance learning that occurred in March, Ansonia worked to support student learning at home. Ansonia has purchased web based programs that parents and students can access from home. The district created a distance learning page to direct families to resources that allowed for distance learning. Students and parents were able to stay connected, able to follow their child's learning, and to engage in meaningful activities that supported their learning.

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 2200 students. Presently Ansonia has 18.9% African American students, 42.8% Hispanic, 30.4% White, 5.2% English Language Learners, and 20.0% 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.

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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, the superintendent applies their 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.