

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



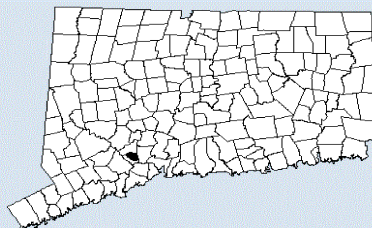
Ansonia School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,364
Per Pupil Expenditures ¹	\$13,932
Total Expenditures ¹	\$36,138,889

¹Expenditure data reflect the 2015-16 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,114	47.1	48.4
Male	1,250	52.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	42	1.8	5.1
Black or African American	428	18.1	12.9
Hispanic or Latino	828	35.0	24.0
Pacific Islander	*	*	0.1
Two or More Races	95	4.0	2.9
White	951	40.2	54.8
English Learners	81	3.4	6.8
Eligible for Free or Reduced-Price Meals	1,597	67.6	35.9
Students with Disabilities ¹	459	19.4	14.3

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	186	17.4	98	8.7
Male	219	18.5	178	14.1
Black or African American	107	25.8	86	19.4
Hispanic or Latino	149	18.8	103	12.4
White	131	14.7	74	7.8
English Learners	15	17.0	*	*
Eligible for Free or Reduced-Price Meals	348	22.6	230	13.7
Students with Disabilities	107	24.2	80	16.0
District	405	18.0	276	11.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 599

Number of school-based arrests: 29

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	143.0
Paraprofessional Instructional Assistants	27.8
Special Education	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	21.4
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	8.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	12.0
School Nurses	4.1
Other Staff Providing Non-Instructional Services/Support	92.7

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	3.6
Hispanic or Latino	3	1.5	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	188	95.9	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	9.6

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	19	57.6	30	85.7
Hispanic or Latino	20	45.5	29	69.0
White	36	73.5	80	93.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	49	56.3	73	83.0
Students with Disabilities	9	34.6	21	70.0
District	80	59.3	144	85.7
State		63.6		77.5

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	15	34.9
Emotional Disturbance	20	51.3
Intellectual Disability	*	*
Learning Disability	97	73.5
Other Health Impairment	85	75.2
Other Disabilities	*	*
Speech/Language Impairment	53	84.1
District	288	62.3
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	45	1.8	1.7
Emotional Disturbance	39	1.6	1.0
Intellectual Disability	17	0.7	0.5
Learning Disability	132	5.3	4.9
Other Health Impairment	114	4.6	2.9
Other Disabilities	70	2.8	1.1
Speech/Language Impairment	81	3.3	1.8
All Disabilities	498	20.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,752,077	8,366	9,663
Instructional Supplies and Equipment	447,788	190	321
Improvement of Instruction and Educational Media Services	625,156	265	578
Student Support Services	1,628,775	690	1,103
Administration and Support Services	3,948,735	1,672	1,861
Plant Operation and Maintenance	2,902,717	1,229	1,637
Transportation	2,320,699	878	877
Costs of Students Tuitioned Out	4,512,942	N/A	N/A
Other	0	0	201
Total	36,138,889	13,932	16,236

Additional Expenditures

Land, Buildings, and Debt Service	3,061,425	1,297	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,181,561	20.3	34.6
Noncertified Personnel	769,375	7.2	14.6
Purchased Services	1,306,579	12.1	5.8
Tuition to Other Schools	4,512,942	41.9	21.8
Special Ed. Transportation	1,453,766	13.5	8.5
Other Expenditures	534,308	5.0	14.7
Total Expenditures	10,758,531	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	40.7	40.6
State	54.4	54.2
Federal	4.4	4.8
Tuition & Other	0.4	0.5

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	22	70.1	22	64.8	11	*
Black or African American	208	51.2	206	43.7	102	38.9
Hispanic or Latino	395	56.6	392	50.8	168	44.5
Native Hawaiian or Other Pacific Islander	7	*	7	*	*	*
Two or More Races	42	63.6	41	57.0	15	*
White	449	61.9	445	54.8	199	49.4
English Learners	81	55.8	80	50.1	22	43.1
Non-English Learners	1044	58.5	1035	51.9	481	45.8
Eligible for Free or Reduced-Price Meals	762	55.8	754	49.0	327	42.9
Not Eligible for Free or Reduced-Price Meals	363	63.7	361	57.4	176	50.9
Students with Disabilities	223	42.8	221	36.9	112	34.8
Students without Disabilities	902	62.2	894	55.4	391	48.8
High Needs	830	55.3	822	48.6	360	42.7
Non-High Needs	295	67.0	293	60.4	143	53.1
District	1125	58.3	1115	51.7	503	45.7

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	86.0	78.1	89.0	89.2	654	85.5
Curl Up	80.2	76.9	92.5	92.8	654	85.3
Push Up	54.1	62.1	71.9	79.6	654	66.7
Mile Run/PACER	66.9	61.5	73.3	77.8	654	69.7
All Tests - District	36.0	34.3	45.2	70.7	654	46.5
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	31	77.4
Hispanic or Latino	27	77.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	93	77.4
Students with Disabilities	*	*
District	138	81.2
State		87.4

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.1	36	23.8
Male	93.4	31	20.4
Black or African American	95.6	*	*
Hispanic or Latino	94.2	12	14.0
White	90.4	45	33.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.4	23	13.1
Students with Disabilities	73.2	*	*
District	92.7	67	22.1
State	96.1		43.5

³College 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

⁴Participation 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.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	72.4	83.3
Male	71.9	83.3
Black or African American	69.2	85.0
Hispanic or Latino	*	85.7
White	74.3	80.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	65.9	79.4
Students with Disabilities	*	*
District	72.1	83.3
State	72.0	88.5

⁵College 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.

⁶College 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.3	75	38.9	50	77.8	67.1
	High Needs Students	55.3	75	36.8	50	73.7	55.9
Math Performance Index	All Students	51.7	75	34.5	50	69.0	62.2
	High Needs Students	48.6	75	32.4	50	64.9	50.5
Science Performance	All Students	45.7	75	30.5	50	60.9	55.3
	High Needs Students	42.7	75	28.5	50	57.0	45.2
ELA Academic Growth	All Students	51.1%	100%	51.1	100	51.1	55.4%
	High Needs Students	50.6%	100%	50.6	100	50.6	49.8%
Math Academic Growth	All Students	48.2%	100%	48.2	100	48.2	61.7%
	High Needs Students	45.4%	100%	45.4	100	45.4	53.7%
Chronic Absenteeism	All Students	18.0%	<=5%	24.0	50	48.0	9.9%
	High Needs Students	21.9%	<=5%	16.2	50	32.4	15.8%
Preparation for CCR	% Taking Courses	73.9%	75%	49.3	50	98.6	70.7%
	% Passing Exams	22.1%	75%	14.7	50	29.5	43.5%
On-track to High School Graduation		91.0%	94%	48.4	50	96.9	87.8%
4-year Graduation All Students (2016 Cohort)		81.2%	94%	86.3	100	86.3	87.4%
6-year Graduation - High Needs Students (2014)		76.8%	94%	81.7	100	81.7	82.0%
Postsecondary Entrance (Class of 2016)		72.1%	75%	96.2	100	96.2	72.0%
Physical Fitness (estimated part rate) and (fitness)		90.8% 46.5%	75%	31.0	50	62.0	92.0% 51.6%
Arts Access		38.2%	60%	31.8	50	63.6	50.5%
Accountability Index				876.5	1350	64.9	

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	67.0	55.3	11.7	16.7	
Math Performance Index Gap	60.4	48.6	11.7	18.7	
Science Performance Index Gap	53.1	42.7	10.4	16.6	
Graduation Rate Gap	90.9%	76.8%	14.1%	12.0%	Y

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	97.9
	High Needs Students	98.1
Math	All Students	97.0
	High Needs Students	97.0
Science	All Students	98.1
	High Needs Students	97.6

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: 50.3

State: 50.2

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

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 a social worker. Ansonia has dedicated funds to build classrooms that support the needs of students that have been previously out-placed to ensure that they can be serviced within district. As part of these classrooms Ansonia has hired additional support staff to ensure there is a responsible transition back to their home district.

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.

In an effort to support student learning at home, Ansonia has purchased web based programs that parents and students can access from home. Most content areas have a web based learning component for parents to stay connected, to follow their child's learning, and to engage in meaningful activities that will support continued learning. The programs available for parents are: mathematics - MobyMax, DreamBox, Reflex Math, Khan Academy; literacy - myON, MindPlay, ReadLive, and SmartyAnts; and in science - Tig Tag, Tig Tag Jr, and Pearson Interactive.

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. Ten 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 inter-generational 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. 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 over 200 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.