

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



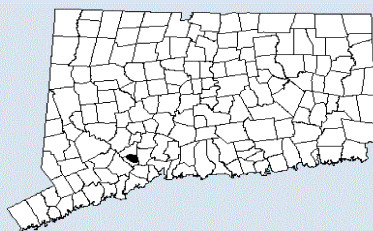
Ansonia School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,304
Per Pupil Expenditures ¹	\$14,531
Total Expenditures ¹	\$37,503,341

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,109	48.1	48.4
Male	1,195	51.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	44	1.9	5.1
Black or African American	415	18.0	12.8
Hispanic or Latino	863	37.5	24.8
Pacific Islander	*	*	0.1
Two or More Races	98	4.3	3.3
White	867	37.6	53.6
English Learners	90	3.9	7.2
Eligible for Free or Reduced-Price Meals	1,582	68.7	36.7
Students with Disabilities ¹	457	19.8	14.8

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	209	19.2	79	6.9
Male	216	18.4	172	13.8
Black or African American	117	27.0	91	19.8
Hispanic or Latino	172	20.7	92	10.4
White	117	13.9	60	6.7
English Learners	7	6.9	*	*
Eligible for Free or Reduced-Price Meals	363	22.0	213	11.8
Students with Disabilities	126	26.5	85	15.8
District	425	18.8	251	10.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 734

Number of school-based arrests: 39

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	136.6
Paraprofessional Instructional Assistants	30.0
Special Education	
Teachers and Instructors	26.0
Paraprofessional Instructional Assistants	23.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	8.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.4
Counselors, Social Workers and School Psychologists	14.0
School Nurses	4.1
Other Staff Providing Non-Instructional Services/Support	87.7

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	1.1
Black or African American	4	2.0	3.7
Hispanic or Latino	5	2.6	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.5	0.1
White	184	93.9	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	10.5

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	15	48.4	26	76.5
Hispanic or Latino	24	52.2	35	74.5
White	48	69.6	49	92.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	59	57.3	74	80.4
Students with Disabilities	13	44.8	27	77.1
District	96	61.1	121	83.4
State		69.3		80.1

²College-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	*	*
Emotional Disturbance	21	56.8
Intellectual Disability	*	*
Learning Disability	113	77.4
Other Health Impairment	92	76.0
Other Disabilities	17	32.1
Speech/Language Impairment	57	74.0
District	318	64.8
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	47	1.9	1.8
Emotional Disturbance	37	1.5	1.1
Intellectual Disability	13	0.5	0.5
Learning Disability	146	6.0	5.2
Other Health Impairment	121	5.0	3.1
Other Disabilities	63	2.6	1.1
Speech/Language Impairment	84	3.5	1.8
All Disabilities	511	21.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	63	12.3	8.3
Private Schools or Other Settings	27	5.3	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	21,251,399	9,082	9,847
Instructional Supplies and Equipment	938,392	401	287
Improvement of Instruction and Educational Media Services	157,811	67	589
Student Support Services	1,082,550	463	1,120
Administration and Support Services	3,732,934	1,595	1,905
Plant Operation and Maintenance	2,629,935	1,124	1,648
Transportation	2,439,004	919	904
Costs of Students Tuitioned Out	5,271,316	N/A	N/A
Other	0	0	208
Total	37,503,341	14,531	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,441,025	1,043	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,292,475	19.2	33.8
Noncertified Personnel	892,051	7.5	14.5
Purchased Services	1,484,665	12.4	5.5
Tuition to Other Schools	5,271,316	44.1	23.4
Special Ed. Transportation	1,450,338	12.1	8.7
Other Expenditures	551,738	4.6	14.1
Total Expenditures	11,942,583	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	39.8	39.8
State	55.1	54.8
Federal	4.7	5.1
Tuition & Other	0.3	0.3

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	26	65.3	26	63.9
Black or African American	203	54.5	204	49.5
Hispanic or Latino	436	58.4	436	54.3
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	53	61.6	53	60.1
White	445	62.5	445	58.0
English Learners	97	56.4	97	55.8
Non-English Learners	1072	59.9	1073	55.3
Eligible for Free or Reduced-Price Meals	824	57.4	824	53.5
Not Eligible for Free or Reduced-Price Meals	345	64.8	346	59.9
Students with Disabilities	220	41.3	222	39.0
Students without Disabilities	949	63.8	948	59.2
High Needs	889	56.7	890	52.8
Non-High Needs	280	68.7	280	63.5
District	1169	59.6	1170	55.4

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	94.0	91.1	90.6	88.4	652	91.1
Curl Up	85.7	81.6	94.7	93.5	652	89.0
Push Up	67.9	66.5	81.9	77.4	652	73.5
Mile Run/PACER	78.0	79.1	79.5	81.3	652	79.4
All Tests - District	51.2	53.2	58.5	71.6	652	58.4
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	48	66.7
Hispanic or Latino	44	90.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	118	82.2
Students with Disabilities	34	73.5
District	179	83.8
State		87.9

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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.7	31	22.5
Male	92.1	30	18.3
Black or African American	96.9	6	9.2
Hispanic or Latino	95.7	16	17.2
White	91.0	31	25.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.8	30	15.4
Students with Disabilities	76.6	*	*
District	93.7	61	20.2
State	96.3		44.8

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	68.8	88.1
Male	47.1	76.1
Black or African American	55.6	75.0
Hispanic or Latino	45.5	*
White	66.3	86.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	48.2	72.2
Students with Disabilities	32.0	*
District	57.6	81.8
State	70.9	88.3

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.6	75	39.7	50	79.5	67.6
	High Needs Students	56.7	75	37.8	50	75.6	57.5
Math Performance Index	All Students	55.4	75	36.9	50	73.8	62.7
	High Needs Students	52.8	75	35.2	50	70.4	52.0
ELA Academic Growth	All Students	50.5%	100%	50.5	100	50.5	60.7%
	High Needs Students	47.3%	100%	47.3	100	47.3	55.6%
Math Academic Growth	All Students	59.3%	100%	59.3	100	59.3	61.9%
	High Needs Students	58.5%	100%	58.5	100	58.5	55.4%
Chronic Absenteeism	All Students	18.8%	<=5%	22.4	50	44.7	10.7%
	High Needs Students	21.7%	<=5%	16.5	50	33.0	16.6%
Preparation for CCR	% Taking Courses	71.9%	75%	47.9	50	95.8	74.8%
	% Passing Exams	20.2%	75%	13.5	50	26.9	44.8%
On-track to High School Graduation		86.3%	94%	45.9	50	91.8	87.5%
4-year Graduation All Students (2017 Cohort)		83.8%	94%	89.1	100	89.1	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		88.8%	94%	94.5	100	94.5	81.8%
Postsecondary Entrance (Class of 2017)		57.6%	75%	76.8	100	76.8	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.3% 58.4%	75%	39.0	50	77.9	96.6% 50.1%
Arts Access		40.7%	60%	33.9	50	67.8	51.2%
Accountability Index				844.7	1250	67.6	

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	68.7	56.7	12.0	15.9	
Math Performance Index Gap	63.5	52.8	10.8	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	88.8%	5.2%	12.7%	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	98.6
	High Needs Students	98.7
Math	All Students	98.6
	High Needs Students	98.8
Science	All Students	98.5
	High Needs Students	98.8

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: 48.9

State: 51.5

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 at Ansonia High School. 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. Through our Alliance funds we have taken increased steps to support truancy prevention and family engagement: the addition of an attendance clerk, attendance liaisons at all four schools, and a bi-lingual family outreach worker. This past year, staff has conducted many activities to increase communication with families: letters, all-calls, home visits, and attendance celebrations.

We have increased our efforts to support student learning at home by providing more resources online (links on school websites), parent workshops with take-home activities, and book give-aways. In addition to these Alliance Grant sponsored activities, 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 - IXL, 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 80% 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. This year Ansonia approved the addition magnet school option for students, The Sound Magnet School in New Haven. This year also marked a new partnership with Griffin Hospital's School of Allied Health; students in their senior year will be able to choose three after-school course offerings: phlebotomy, Certified Nurse's Assistant (CNA), and/or Patient Care Technician (PCT).

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Equitable Allocation of Resources among District Schools

Ansonia uses our strategic plan, recent studies, and department/building audits to ensure that funds are distributed equitably throughout the district. We are in the process of updating our curriculum review cycle to ensure each content area is given equal time, attention, and resources based on the plan. Administrators are in constant communication with Central Office staff to advocate for the needs of their department/building. Recently our budgets have not been robust where excess allocations are discussed at length; Ansonia works diligently to preserve the staffing and programs that are currently in place.