

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



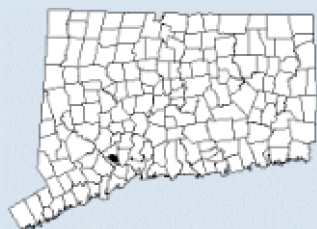
Ansonia School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,404
Per Pupil Expenditures	\$19,869
Total Expenditures	\$51,004,081

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	1,161	48.3	48.4
Male	1,243	51.7	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	48	2.0	5.2
Black or African American	522	21.7	12.4
Hispanic or Latino of any race	1,184	49.3	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	111	4.6	4.8
White	533	22.2	45.1
English Learners/Multilingual Learners	187	7.8	11.3
Eligible for Free or Reduced-Price Meals	1,529	63.6	44.8
Students with Disabilities	432	18.0	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	267	24.5	83	6.7
Male	257	21.9	169	12.7
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	110	22.2	75	13.3
Hispanic or Latino of any race	300	26.8	132	10.3
White	82	16.5	32	5.8
English Learners/Multilingual Learners	46	24.2	11	5.3
Eligible for Free or Reduced-Price Meals	422	27.5	200	11.4
Students with Disabilities	136	34.8	53	10.2
All Students - District	524	23.1	252	9.8
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 1,004
Number of school-based arrests: 13

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	135.6
General Education Paraprofessionals	36.0
Special Education Teachers and Instructors	30.0
Special Education Paraprofessionals	22.5
District Central Office Administrators	11.0
School Level Administrators	9.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	20.8
Counselors, Social Workers and School Psychologists	19.0
School Nurses	5.5
Other Staff Providing Non-Instructional Services/Support	119.5

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	13.2
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.3	1.4
Black or African American	4	1.8	4.9
Hispanic or Latino of any race	3	1.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.4	0.3
White	216	95.2	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	15	6.7	6.8
Teachers	13	7.9	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	31	93.9	35	100.0
Hispanic or Latino of any race	70	93.3	55	96.5
White	38	97.4	39	95.1
English Learners/Multilingual Learners	11	*	7	*
Eligible for Free or Reduced-Price Meals	98	94.2	82	96.5
Students with Disabilities	29	93.5	28	96.6
All Students - District	151	94.4	141	97.2
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	14	21.2
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	102	63.4
Other Health Impairment	44	50.0
Other Disabilities	*	*
Speech/Language Impairment	24	72.7
All Disabilities - District	192	47.2
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	71	2.9	2.9
Emotional Disability	19	0.8	1.1
Intellectual Disability	24	1.0	0.6
Learning Disability	161	6.5	6.5
Other Health Impairment	90	3.6	3.6
Other Disabilities	27	1.1	1.1
Speech/Language Impairment	37	1.5	2.0
All Disabilities	429	17.4	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	49	11.4	8.2
Private Schools or Other Settings	16	3.7	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$35,893,502	\$13,983	\$13,471
Support services - students	\$2,285,642	\$962	\$1,826
Support services - instruction	\$386,807	\$163	\$972
Support services - general administration	\$1,187,918	\$500	\$568
Support services - school based administration	\$2,559,404	\$1,077	\$1,274
Central and other support services	\$1,512,141	\$636	\$761
Operation and maintenance of plant	\$3,552,608	\$1,495	\$2,125
Student transportation services	\$3,275,109	\$2,222	\$1,695
Food services	.	.	\$10
Enterprise operations	\$350,949	\$148	\$219
Total	\$51,004,081	\$19,869	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$2,387,848	16.3	26.4
Instructional Aide Salaries	\$690,862	4.7	10.1
Other Salaries	\$932,471	6.4	10.5
Employee Benefits	\$659,873	4.5	13.3
Purchased Services Other Than Transportation	\$859,062	5.9	6.8
Special Education Tuition	\$5,559,226	38.0	22.8
Supplies	\$83,731	0.6	0.6
Property Services	\$1,419,524	9.7	0.4
Purchased Services For Transportation	\$2,023,865	13.8	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$14,616,460	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	28.7
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	41.0
State	46.5
Federal	12.0
Tuition & Other	0.6

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	19	*	19	*	*	*
Black or African American	273	49.0	273	43.8	124	44.6
Hispanic or Latino of any race	606	52.0	607	48.0	263	47.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	58	52.0	58	46.8	34	48.6
White	266	56.9	265	53.1	103	55.0
English Learners/Multilingual Learners	147	44.8	146	42.8	67	44.1
Non-English Learners/Non-Multilingual Learners	1,077	53.7	1,078	49.0	464	48.9
Eligible for Free or Reduced-Price Meals	815	50.5	816	45.8	366	47.0
Not Eligible for Free or Reduced-Price Meals	409	56.8	408	53.2	165	51.2
Students with Disabilities	199	33.2	199	28.1	100	33.7
Students without Disabilities	1,025	56.4	1,025	52.2	431	51.7
High Needs	894	49.8	895	45.3	399	46.1
Non-High Needs	330	60.3	329	56.4	132	54.9
All Students - District	1,224	52.6	1,224	48.3	531	48.3

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	90.0	85.0	89.7	91.9	703	89.0
Curl Up	85.8	87.7	92.2	95.6	702	90.0
Push Up	74.2	76.6	86.9	80.1	703	79.7
Mile Run/PACER	82.1	88.9	86.5	75.0	704	83.7
All Tests - District	64.7	57.9	68.5	69.1	700	65.0
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	45	77.8
Hispanic or Latino of any race	66	84.8
White	39	94.9
English Learners/Multilingual Learners	6	*
Eligible for Free or Reduced-Price Meals	118	84.7
Students with Disabilities	34	85.3
All Students - District	161	85.7
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	64	43.5
Male	47	29.7
Non-Binary	N/A	N/A
Black or African American	17	25.0
Hispanic or Latino of any race	41	31.1
White	44	55.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	62	32.8
Students with Disabilities	0	0.0
All Students - District	111	36.4
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	64.1	78.4
Male	41.4	74.3
Non-Binary	N/A	N/A
Black or African American	56.8	*
Hispanic or Latino of any race	36.1	69.2
White	70.0	83.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	48.1	73.9
Students with Disabilities	20.0	*
All Students - District	53.4	76.4
All Students - State	67.0	88.2

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.

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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	52.6	75	35.1	50	70.1	64.7
ELA Performance Index	High Needs Students	49.8	75	33.2	50	66.4	54.9
Math Performance Index	All Students	48.3	75	32.2	50	64.4	61.1
Math Performance Index	High Needs Students	45.3	75	30.2	50	60.4	50.6
Science Performance Index	All Students	48.3	75	32.2	50	64.4	62.6
Science Performance Index	High Needs Students	46.1	75	30.7	50	61.5	52.1
ELA Academic Growth	All Students	54.5%	100%	54.5	100	54.5	60.6%
ELA Academic Growth	High Needs Students	54.6%	100%	54.6	100	54.6	55.7%
Math Academic Growth	All Students	53.8%	100%	53.8	100	53.8	62.3%
Math Academic Growth	High Needs Students	53.2%	100%	53.2	100	53.2	55.9%
Progress Toward English Proficiency	Literacy	61.6%	100%	30.8	50	61.6	58.7%
Progress Toward English Proficiency	Oral	58.5%	100%	29.2	50	58.5	55.7%
Chronic Absenteeism	All Students	23.1%	<=5%	13.7	50	27.5	17.2%
Chronic Absenteeism	High Needs Students	27.0%	<=5%	5.9	50	11.9	24.8%
% Taking CCR Courses	All Students	95.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	36.4%	75%	24.3	50	48.5	47.2%
On-track to High School Graduation	All Students	92.5%	94%	49.2	50	98.4	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	85.7%	94%	91.2	100	91.2	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	82.9%	94%	88.2	100	88.2	87.3%
Postsecondary Entrance (Class of 2024)	All Students	53.4%	75%	71.2	100	71.2	67.0%
Physical Fitness % Meeting Health Standard	All Students	65.0%	75%	43.3	50	86.7	49.0%
Arts Access	All Students	45.9%	60%	38.2	50	76.5	55.1%
Accountability Index				944.9	1450	65.2	

Physical Fitness Estimated Participation Rate - District: 95.5% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	60.3	49.8	10.5	16.9	N
Math Performance Index Gap	56.4	45.3	11.2	18.4	N
Science Performance Index Gap	54.9	46.1	8.8	18.2	N
Graduation Rate Gap	86.8%	82.9%	4.0%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.6
ELA	High Needs Students	98.3
Math	All Students	98.7
Math	High Needs Students	98.6
Science	All Students	98.1
Science	High Needs Students	97.9

Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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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 district social worker and expanding the Life Skills program for 18 to 21 year old students (transition programing). 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. The district has invested in a communication tool: ParentSquare to increase school and home communication - at present we are reaching over 98% of families with weekly communications. Also, the district has moved to PowerSchool for our student information system to aid in real-time communication, attendance, grading, and assignment tracking.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Ansonia Public School District educates an increasingly diverse student population. Over 70% of students qualify for free and reduced-priced meals - we are a Community Eligibility Provision district. 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 elementary schools both serve a representative population of pre-K to grade 5 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. 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. Ansonia has added a position that supports diversity, equity, and inclusion; this staff member working hard to reduce racial and ethnic barriers and create an inclusive educational environment.

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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. Secondly, each administrator meets with the Superintendent to explain and justify this proposed building budget. Once the Superintendent has all submissions compiled, he applies his 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.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	1	11.1	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	11.1	2.2
Personal Reasons	2	22.2	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	22.2	32.0
Retired	2	22.2	23.7
Teach/Admin in Other CT Dist	1	11.1	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	9		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.