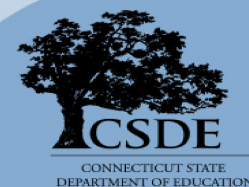


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



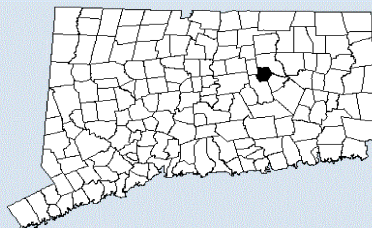
Andover School District

Dr. Sally Doyen, Superintendent • 860-742-7339 • <http://www.andoverelementaryct.org>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	225
Per Pupil Expenditures ¹	\$17,232
Total Expenditures ¹	\$4,514,677

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	98	43.6	48.4
Male	127	56.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.9
Hispanic or Latino	12	5.3	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	208	92.4	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	41	18.2	35.9
Students with Disabilities ¹	10	4.4	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	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	7	3.8	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	*
District	7	3.5	*	*
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

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.

District Profile and Performance Report for School Year 2016-17

Andover School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	17.8
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.6
School Level	0.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.5
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	12.4

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	0	0.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	27	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	9.6

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	6	*
State		68.2

³Ages 6-21

District Profile and Performance Report for School Year 2016-17

Andover School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	*	*	0.5
Learning Disability	*	*	4.9
Other Health Impairment	*	*	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	11	5.4	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,822,486	11,290	9,663
Instructional Supplies and Equipment	127,026	508	321
Improvement of Instruction and Educational Media Services	121,749	487	578
Student Support Services	156,495	626	1,103
Administration and Support Services	529,611	2,118	1,861
Plant Operation and Maintenance	457,820	1,831	1,637
Transportation	178,577	346	877
Costs of Students Tuitioned Out	112,704	N/A	N/A
Other	8,209	33	201
Total	4,514,677	17,232	16,236

Additional Expenditures

Land, Buildings, and Debt Service	120,802	483	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 Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	311,238	38.2	34.6
Noncertified Personnel	169,727	20.8	14.6
Purchased Services	45,625	5.6	5.8
Tuition to Other Schools	78,564	9.6	21.8
Special Ed. Transportation	22,065	2.7	8.5
Other Expenditures	188,581	23.1	14.7
Total Expenditures	815,800	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.3	67.4
State	29.2	30.0
Federal	2.4	2.5
Tuition & Other	0.1	0.1

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).

District Profile and Performance Report for School Year 2016-17

Andover School District

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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	126	78.1	126	75.4	36	60.9
English Learners	7	*	7	*	*	*
Non-English Learners	127	78.2	127	75.4	34	61.2
Eligible for Free or Reduced-Price Meals	19	*	19	*	6	*
Not Eligible for Free or Reduced-Price Meals	115	79.3	115	76.7	31	61.7
Students with Disabilities	9	*	9	*	0	N/A
Students without Disabilities	125	79.9	125	77.2	37	60.9
High Needs	31	72.1	31	68.9	9	*
Non-High Needs	103	80.2	103	77.5	28	62.1
District	134	78.3	134	75.5	37	60.9

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			
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	89.3	100.0	N/A	N/A	70	95.7
Curl Up	67.9	78.6	N/A	N/A	70	74.3
Push Up	85.7	78.6	N/A	N/A	70	81.4
Mile Run/PACER	96.4	95.2	N/A	N/A	70	95.7
All Tests - District	64.3	71.4	N/A	N/A	70	68.6
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.

District Profile and Performance Report for School Year 2016-17

Andover School District

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	78.3	75	50.0	50	100.0	67.1
	High Needs Students	72.1	75	48.1	50	96.1	55.9
Math Performance Index	All Students	75.5	75	50.0	50	100.0	62.2
	High Needs Students	68.9	75	45.9	50	91.9	50.5
Science Performance	All Students	60.9	75	40.6	50	81.3	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	62.3%	100%	62.3	100	62.3	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	74.8%	100%	74.8	100	74.8	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	3.5%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	7.9%	<=5%	44.2	50	88.4	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		98.6% 68.6%	75%	45.7	50	91.4	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				511.7	600	85.3	

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	75.0	72.1	2.9	16.7	
Math Performance Index Gap	75.0	68.9	6.1	18.7	
Science Performance Index Gap	62.1	N/A	.	16.6	
Graduation Rate Gap	

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	99.3
	High Needs Students	96.9
Math	All Students	99.3
	High Needs Students	96.9
Science	All Students	100.0
	High Needs Students	.

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: * **State: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2016-17

Andover School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Andover Elementary School's mission is, "To provide a creative and challenging curriculum for ALL in a safe environment while nurturing the values of responsibility, respectfulness and a desire for learning." At AES, we offer a variety of programs throughout the school year that engage parents with our curriculum as well as our school environment. Family and community events throughout the year include: Curriculum Night, Science Fair, Art Show, Book Fair, Intergenerational Day, Veteran's Day Celebration, Young Author's Night, Pre-K Parent Orientation, Bingo Night, Movie Night, Pancake Breakfast, Pasta Supper and Geography Jamboree. Intergenerational Day is when students invite their parents, grandparents, other relatives, and/or neighbors to school to enjoy specially designed presentations in each classroom. Our Veteran's Day Celebration invites family and community members who have served in the armed forces and recognizes their service. In addition, there are two music concerts each year featuring our two school bands and chorus. Our school district improvement plans for 2016-17 included the full implementation of a newly designed English Language Arts curriculum in grades K-4. Another district improvement was the addition of technology for students that included 20 new Chromebooks for grades 3&4 and an additional 20 Chromebooks for grades 5&6. In terms of communication, we introduced a new school website where each teacher maintains their own page and we post all of our communications online. The AES Friday Memo, filled with important information and pictures of current and upcoming events is emailed to families weekly and is posted on our website. Building administration engages families in the planning and improvement of school programs by conducting an annual district-wide survey of families seeking their opinions on school practices and policies. For the majority of students at Andover Elementary School, truancy concerns do not exist. AES maintains accurate student attendance records using School Master and follows up daily with parents on all absences. In the area of special education, Andover Elementary School successfully blends various teaching models to ensure the needs of all students are met. Our school implements many pre-referral interventions for students who are experiencing academic and behavioral challenges. Grade level data teams meet weekly to discuss students and review data. Our SRBI tiered support program has been effective in reducing the need for enrollment in special education, primarily in the areas of reading and math. When a student does require special education, our school system offers appropriate instructional support and related services to ensure student success. Case managers communicate regularly with parents via phone conversations or email to discuss their students. To help ensure early readiness skills, we expanded our preschool program to full-day for the 2016-17 school year. This adds strength to our existing K-3 continuum of early learning. In addition, AES secured a Smart Start Grant from the state Office of Early Childhood which provides 7 years of funding for capital improvements and operations. Some of these funds have been used to build an outdoor learning center, expanded play and climbing areas, in addition to enhancing existing curriculum and technologies.

Efforts to Reduce Racial, Ethnic and Economic Isolation

At Andover Elementary School, we work with our students to learn about and appreciate the diverse population of our world. Throughout the year several activities are conducted to foster new knowledge and acceptance of others. We are proud of both our Social Studies curriculum and our Spanish program, which exposes students to the various Spanish-speaking parts of the world in South America, the Caribbean, as well as the United States. We are fortunate to have our 3rd through 6th grade students participate in Spanish each week. We are also very proud of our annual Geography Jamboree. Each grade level becomes a continent, and each classroom transforms into a country. All aspects of the country's culture are studied. The Geography Jamboree culminates with an evening of learning for our whole community. Jump Rope for Heart is a school-wide activity in which students learn about people with heart defects. Each fall we conduct our Stuff-a-Cruiser/Stuff-a-Bus. This is open to the community and our students/staff. Students learn about the less fortunate and donate clothing, food, and toys for others. In collaboration with our Youth Services Bureau, AHM, our students participate in the Power of Words. This program utilizes students from the area middle school and high school and seeks to educate our 5th and 6th graders on kindness, acceptance of differences, and anti-bullying strategies. Issues discussed include disabilities, racial issues, socio economic status, cultural, religious, and sexual orientation.

Our two second grade classes continued their participation in the "Farming the Land and Sea" grant (also referred to as Planting Pals). This inter-district diversity grant program allows students and teachers from Windham, Hartford and Andover an opportunity to meet and interact through partnered learning experiences. Our three sixth grade classes participated in an inter-district diversity grant as well with Windham and East Hartford titled, Energy for the Future. The program reduces student isolation, promotes positive interdistrict relationships, promotes multi-cultural appreciation and increases academic achievement while in the process motivating students to make smart energy choices and grow-up environmentally conscious.

District Profile and Performance Report for School Year 2016-17

Andover School District

Equitable Allocation of Resources among District Schools

Andover Elementary School is the only school in the Andover School District. We service all Andover residents from Pre-K through sixth grade. After 6th grade, our students attend a regional middle and high school located in Hebron, Connecticut (RHAM).