

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



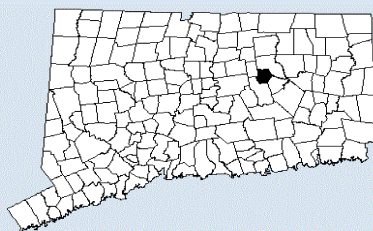
Andover School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	204
Per Pupil Expenditures ¹	\$21,810
Total Expenditures ¹	\$5,103,433

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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	96	47.1	48.4
Male	108	52.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	0	0.0	12.8
Hispanic or Latino	17	8.3	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	7	3.4	3.3
White	180	88.2	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	40	19.6	36.7
Students with Disabilities ¹	7	3.4	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	*	*	0	0.0
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	0	*	0	*
District	*	*	*	*
State		10.7		6.8

Number of students in 2016-17 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	19.8
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.1
School Level	0.5
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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	28	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	10.5

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		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	*	*	5.2
Other Health Impairment	*	*	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	8	4.3	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,706,016	12,027	9,847
Instructional Supplies and Equipment	54,327	241	287
Improvement of Instruction and Educational Media Services	212,934	946	589
Student Support Services	148,730	661	1,120
Administration and Support Services	564,890	2,511	1,905
Plant Operation and Maintenance	1,154,753	5,132	1,648
Transportation	155,660	326	904
Costs of Students Tuitioned Out	99,282	N/A	N/A
Other	6,841	30	208
Total	5,103,433	21,810	16,535

Additional Expenditures

Land, Buildings, and Debt Service	116,771	519	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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	362,652	46.3	33.8
Noncertified Personnel	90,987	11.6	14.5
Purchased Services	36,958	4.7	5.5
Tuition to Other Schools	78,327	10.0	23.4
Special Ed. Transportation	23,693	3.0	8.7
Other Expenditures	191,463	24.4	14.1
Total Expenditures	784,080	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	65.9	71.4
State	30.4	24.7
Federal	2.6	2.7
Tuition & Other	1.1	1.1

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).

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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	0	N/A	0	N/A
Asian	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A
Hispanic or Latino	7	*	7	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	104	80.2	104	76.9
English Learners	6	*	6	*
Non-English Learners	107	79.7	107	76.7
Eligible for Free or Reduced-Price Meals	27	77.3	27	75.4
Not Eligible for Free or Reduced-Price Meals	86	80.0	86	77.0
Students with Disabilities	8	*	8	*
Students without Disabilities	105	80.9	105	77.6
High Needs	36	75.5	36	74.4
Non-High Needs	77	81.1	77	77.7
District	113	79.3	113	76.6

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			
Grade 4			
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	92.9	89.2	N/A	N/A	65	90.8
Curl Up	78.6	81.1	N/A	N/A	65	80.0
Push Up	78.6	91.9	N/A	N/A	65	86.2
Mile Run/PACER	92.9	94.6	N/A	N/A	65	93.8
All Tests - District	67.9	70.3	N/A	N/A	65	69.2
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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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.

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Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	79.3	75	50.0	50	100.0	67.6
	High Needs Students	75.5	75	50.0	50	100.0	57.5
Math Performance Index	All Students	76.6	75	50.0	50	100.0	62.7
	High Needs Students	74.4	75	49.6	50	99.1	52.0
ELA Academic Growth	All Students	81.0%	100%	81.0	100	81.0	60.7%
	High Needs Students	72.2%	100%	72.2	100	72.2	55.6%
Math Academic Growth	All Students	83.6%	100%	83.6	100	83.6	61.9%
	High Needs Students	91.5%	100%	91.5	100	91.5	55.4%
Chronic Absenteeism	All Students	1.1%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	0.0%	<=5%	50.0	50	100.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.5% 69.2%	75%	46.2	50	92.3	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				674.0	750	89.9	

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	75.0	75.5	-0.5	15.9	
Math Performance Index Gap	75.0	74.4	0.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
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	99.1
	High Needs Students	97.4
Math	All Students	99.1
	High Needs Students	97.4
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: N/A

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

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. Students invite their parents, grandparents, other relatives, and/or neighbors to school to enjoy specially designed presentations in each classroom on Intergenerational Day. Our Veteran's Day Celebration invites family and community members who have served in the armed forces and recognizes them for their service. In addition, there are two music concerts each year featuring our two school bands and chorus. Our school district improvement plan for 2017-18 included the implementation of standards-based report cards for grades K-6 and a trimester marking periods. AES is moving toward a 1 to 1 correspondence in student chromebooks and all PreK-6 grade students receive direct instruction in technology and digital citizenship. 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 and students in the planning and improvement of school programs by conducting an annual district-wide survey that seeks 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 Tyler SIS and follows up daily with parents on all absences. 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. Scientific Research Based Interventions (SRBI) are utilized to support student learning. A newly revised SRBI manual has been posted on our website and details the intervention process which has been effective in reducing the need for enrollment in special education, primarily in the areas of reading and math. When a student requires special education, our school system offers a continuum of services based on individual student needs. Services range from in-class support and reinforcement within the general education classroom to individualized, explicit instruction in an alternative learning environment. Case managers communicate regularly with parents via phone conversations and email to discuss the progress of their students. To help ensure early readiness skills, our preschool program operates two full-day classrooms. 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 60 minutes of Spanish instruction each week. We are also very proud of our annual Geography Jamboree when each grade level becomes a continent, and each classroom transforms into a country during the month of May. 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 sponsor Stuff-the-Cruiser/Stuff-a-Bus where students are able to donate clothing, food, and toys for distribution to those in need. 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, race, socio-economic status, culture, religion and sexual orientation. Our two second grade classes continued their participation in the "Farming the Land and Sea" grant. 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. At AES, we continuously seek out opportunities to promote cultural awareness and foster an appreciation for our diverse world.

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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).