

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



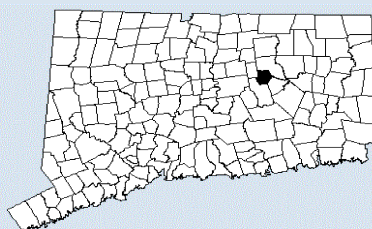
Andover School District

Mr. Andrew Maneggia, Superintendent • 860-742-7339 • <http://www.andoverelementary.com>

District Information

Grade Range	PK-6
Number of Schools	1
Enrollment	299
Per Pupil Expenditures ¹	\$13,996
Total Expenditures ¹	\$4,478,833

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	140	46.8	48.3
Male	159	53.2	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	12	4.0	21.2
Pacific Islander	0	0.0	0.0
White	274	91.6	58.4
Two or More Races	7	2.3	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	43	14.4	37.3
Students with Disabilities ¹	22	7.4	12.8

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	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	*
White	*	*	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0.0	*	*
District	*	*	*	*
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 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	24.7
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	4.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.6
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.4
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	15.4

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	34	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.7	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	*	*
Learning Disability	*	*
Other Health Impairment	7	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	0	0
District	14	*
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	*	*	0.4
Learning Disability	6	2.1	4.2
Other Health Impairment	7	2.5	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	19	6.8	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,628,879	8,372	8,769
Instructional Supplies and Equipment	83,663	266	275
Improvement of Instruction and Educational Media Services	78,788	251	487
Student Support Services	156,723	499	965
Administration and Support Services	609,305	1,940	1,600
Plant Operation and Maintenance	439,659	1,400	1,472
Transportation	253,379	368	786
Costs of Students Tuitioned Out	228,437	N/A	N/A
Other	0	0	178
Total	4,478,833	13,996	14,642

Additional Expenditures

Land, Buildings, and Debt Service	129,060	411	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	277,982	32.3	35.6
Noncertified Personnel	125,422	14.6	14.5
Purchased Services	97,883	11.4	5.0
Tuition to Other Schools	216,242	25.2	21.4
Special Ed. Transportation	61,838	7.2	8.5
Other Expenditures	79,988	9.3	14.9
Total Expenditures	859,355	100.0	100.0
PK-12 Expenditures Used for Special Education		19.2	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	65.0	64.0
State	32.7	33.7
Federal	2.2	2.3
Tuition & Other	0.0	0.0

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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	86.8	73.9	77.4	.	.	.	.
Students with Disabilities	.	.	.	.	.	.	.	.
High Needs	76.0	80.3	72.9	69.6	.	.	.	.
District	90.7	90.8	90.3	88.9	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	89.8	97.8	N/A	95	93.7
Curl Up	67.3	76.1	N/A	95	71.6
Push Up	81.6	80.4	N/A	95	81.1
Mile Run/PACER	87.8	95.7	N/A	95	91.6
All Tests - District	40.8	63.0	N/A	95	51.6
All Tests - State	50.2	50.7	50.3		51.1

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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Narratives

School District Improvement Plans and Parental Outreach Activities

Our district's improvement plan for 2013-14 included: developing Student Success Plans for our sixth graders, implementing our new Teacher Evaluation Plan, alignment of our Math curriculum with the Common Core State Standards from Kindergarten through sixth grade and a parent communication goal. Students in Grades K-6 were fully immersed in the newly written and aligned CCSS Math curriculum for 2013-14. Classroom teachers introduced a new textbook series aligned to the CCSS and took advantage of online tools and resources for instruction. Our sixth grade students met once a month with mentors. Each mentor serviced about eight students. The students took part in learning inventories and goal setting sessions. They had the opportunity to investigate various occupations to identify curricular paths that would lead to a particular field. The program's culminating activity was a trip to Eastern Connecticut State University for "College Day for Middle School Students." In addition, representatives from Windham Tech visited AES to discuss alternative high school learning opportunities with our sixth graders. The new Teacher Evaluation Plan began implementation during the 2013-14 school year. Our administrators attended training sessions during the school year in preparation for teacher observations and feedback. The first year implementation consisted of a full evaluation cycle for one third of the certified staff. All staff was responsible for writing two SMART goals and one goal based on the parent feedback from the April survey. Every certified staff member was required to write a Parent Feedback Goal based on the survey administered in April 2013. While the highest percentage of parents indicated being pleased or very pleased with school communication, there were several written comments that led the Evaluation Committee to target home communication as a school-wide goal. Several grade levels chose a monthly newsletter to make parents aware of the themes and topics being covered during the month and provided links that might be useful in understanding or in helping students with their homework. IXL is a computer-based program that aligns with the school's Math program. Teachers encouraged parents to log in so that they could follow student progress at home. Almost every Friday, the principal published a Friday Memo that was emailed to every parent (hard copies were also available). This publication focused on student achievement, student work and offered a heads-up about important happenings. The school also has a web page where the Memo was posted. Each teacher has a link on the web page and most teachers posted long-term and short-term homework projects so parents were able to keep current. Parents were encouraged to email teachers to keep informed or to report any concerns. Two early dismissal days in late November served as Parent Conference times, which ran from 1:30 pm until 8:30 pm each day. Teachers also accommodated parents with meetings before school and during their prep time. Parents were encouraged to make an appointment at any time during the year. February conferences were also available for parents. Parent orientation sessions and informational meetings were held for our Kindergarten and Preschool families to outline the curriculum and to describe ways that parents could help their children at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Andover Elementary is a small, one elementary school district with 300 students in grades pre-k through 6. The community is very rural and has a low percentage of racial, ethnic and economic diversity. There are very few rental properties in the town of approximately 5,000 residents. Two major grants allowed for the three fourth grade classes to work cooperatively with students from Windham and Sterling on Science projects. This required the three schools to travel together to the shore and several other places so that they had an opportunity to work together in a diverse arena. The three second grade classes were committed to their relationships with a Hartford school and a Willimantic school in their grant, "Farming Land and Sea". The three schools had an opportunity to travel to each other's schools to work on unified projects, which were designed to fit a Science theme, and also shared a field trip to a destination where they experienced sea life together. Since 2008, Andover Elementary School has had a sister school commitment with Hongjialou Primary School in Jinan, China. Students in fourth and fifth grade also participated in pen-pal buddies with the equivalent grades in China. Finally, the PTA supported several culturally diverse assemblies throughout the year.

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Equitable Allocation of Resources among District Schools

Andover School District consists of one elementary school. The AES budget is designed and managed to service our student population in a cost-effective manner.