

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



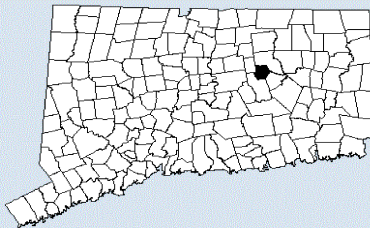
Andover School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	195
Per Pupil Expenditures ¹	\$22,935
Total Expenditures ¹	\$4,472,386

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	96	49.2	48.4
Male	99	50.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	24	12.3	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	158	81.0	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	40	20.5	43.3
Students with Disabilities ³	21	10.8	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category 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

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	7	8.9	0	0.0
Male	10	12.7	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	*	*	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	7	18.9	*	*
Students with Disabilities	*	*	*	*
District	17	10.8	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays the 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	17.3
Paraprofessional Instructional Assistants	4.5
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	3.5
Administrators, Coordinators and Department Chairs	
District Central Office	1.6
School Level	0.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.1
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	11.8

¹ 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.

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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	25	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	0	0
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0
Learning Disability	6	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	10	*
State		67.8

² 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 Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	7	4.5	5.7
Other Health Impairment	*	*	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	17	10.9	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	N/A	N/A	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,654,194	\$13,611	\$10,923
Support services - students	\$216,835	\$1,135	\$1,277
Support services - instruction	\$280,939	\$1,471	\$682
Support services - general administration	\$177,724	\$930	\$467
Support services - school based administration	\$230,539	\$1,207	\$1,021
Central and other support services	\$146,352	\$766	\$679
Operation and maintenance of plant	\$602,987	\$3,157	\$1,718
Student transportation services	\$138,325	\$898	\$1,288
Food services	.	.	\$12
Enterprise operations	\$24,490	\$128	\$163
Minor school construction	.	.	\$59
Total	\$4,472,386	\$22,935	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$208,048	36.0	28.5
Instructional Aide Salaries	\$118,922	20.6	10.1
Other Salaries	\$42,526	7.4	11.1
Employee Benefits	\$151,736	26.3	13.0
Purchased Services Other Than Transportation	\$47,778	8.3	5.7
Special Education Tuition	.	.	22.5
Supplies	\$8,736	1.5	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	\$60	0.0	0.1
Total	\$577,806	100.0	100.0
Percent of Total Expenditures Used for Special Education		12.9	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	72.7
State	22.4
Federal	2.7
Tuition & Other	2.2

⁴ 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).

District Profile and Performance Report for School Year 2019-20

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	10.8%	<=5%	12.2%
	High Needs Students	20.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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 Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The mission of AES has remained to be committed to "providing a creative and challenging curriculum for all in a safe environment while nurturing the values of responsibility, respectfulness, and a desire for learning". Our PreK-6 community is exposed to a multitude of enrichment programs including Makerspace, which promotes inquiry and a love of STEM activities. AES offers Spanish on a weekly basis to all grade 3-6 students. AES committed to an all-school immersion in the RULER program training to begin to unfold the four tenets of this social-emotional learning program as students transition back from remote learning. Professional development for staff is underway to assist in the curricular implementation of the Yale program to help students recognize, identify, and cope with emotional well-being. AES has a very involved family community and PTA. All families are included in our in-person events and the fall events did occur including Stuff a Cruiser/Stuff a Bus. Unity Day is celebrated in October to promote anti-bullying within the school. PTA provided many activities throughout the year to promote a partnership, and AES continues to seek opportunities for family engagement. In March, due to COVID, the community went completely remote and all activities were canceled. AES continued to partner with families through our distance learning to provide high-quality instruction to our students remotely. AES is a one-to-one device school and we provided devices to all families during remote learning that needed them. The fragile and individualized needs of the special education students and their families were met remotely, as well as through ESY offered in Summer 2020. Through our support services, special education teachers, and remedial teachers, we continued to offer all individualization to meet IEP and 504 needs, as well as to provide SRBI services to all AES students as needed.

AES offers standards-based report cards for each trimester. This allows our staff to identify the skills that may require laser-focused instruction and support. SRBI is offered as one pre-referral intervention to address academic concerns. Other special education supports for our learners include fully-inclusive classroom settings, supported by both paraprofessionals and inclusion teachers.

By the end of the 2019-2020 school year, AES was working to help support parents who were teaching their children remotely. Communication remains a strength with regard to our use of School Messenger, the weekly newsletter called "The Sunday Scoop", and the use of social media pages. AES has a multitude of committees, many of which include participation from parents. This year, we had a very involved reopening committee that worked through the pandemic to begin planning for the reopening in Fall 2020.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Andover is a one-school district. For this reason, we struggle with ways to address the homogeneity of our study body makeup. We offer a Pre-K -6 school and have few students at the elementary level opt into out of town school programs. With that said, we strive to provide programs and projects to heighten the awareness of cultural and racial differences. Social Studies classes have long included geography lessons that embrace knowledge and appreciation for other cultures here and around the world. We promote acceptance of all, kindness, antibullying, and acceptance of disabilities, all races, ethnic, gender, and religious differences. In prior years we were able to participate fully in the inter-district diversity grant that allowed students to partner and interact with more diverse districts. In collaboration with our Youth Services Bureau, AHM, our students participate in the Power of Words. the program targets 5th and 6th graders to collaborate with the middle and high school to further educate our students about kindness, anti-bullying, and acceptance.

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Equitable Allocation of Resources among District Schools

Andover is a one-school district, with our middle and high school students attending RHAM regional in Hebron. Andover Elementary school is a PreK-6 school, and within our school community attention is paid to the equal allocation of resources from grade to grade to ensure equity.