

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



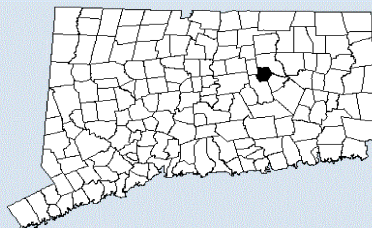
Andover School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	191
Per Pupil Expenditures ¹	\$21,211
Total Expenditures ¹	\$4,475,625

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	90	47.1	48.4
Male	101	52.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	17	8.9	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	164	85.9	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	33	17.3	42.1
Students with Disabilities ³	12	6.3	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	0	0.0	0	0.0
Male	*	*	8	7.6
Black or African American	0	0.0	0	*
Hispanic or Latino of any race	0	*	*	*
White	*	*	*	*
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	*	*	*	*
District	*	*	8	4.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

⁴A 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.

⁵This 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	18.9
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.6
School Level	0.0
Library/Media	
Specialists (Certified)	0.0
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	12.0

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	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	25	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	N/A	N/A
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		67.6

³This 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	0	0.0	1.9
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	*	*	5.5
Other Health Impairment	*	*	3.2
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	9	5.7	15.0

¹This 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	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,623,858	\$12,435	\$10,545
Support services - students	\$166,152	\$814	\$1,373
Support services - instruction	\$316,720	\$1,553	\$644
Support services - general administration	\$141,221	\$692	\$462
Support services - school based administration	\$260,820	\$1,279	\$1,007
Central and other support services	\$174,881	\$857	\$671
Operation and maintenance of plant	\$639,257	\$3,134	\$1,629
Student transportation services	\$127,932	\$715	\$1,231
Food services	.	.	\$13
Enterprise operations	\$24,784	\$121	\$157
Minor school construction	.	.	\$65
Total	\$4,475,625	\$21,211	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$221,711	38.3	29.7
Instructional Aide Salaries	\$93,919	16.2	9.6
Other Salaries	\$42,012	7.3	10.4
Employee Benefits	\$160,338	27.7	13.0
Purchased Services Other Than Transportation	\$28,924	5.0	5.5
Special Education Tuition	\$16,782	2.9	22.6
Supplies	\$13,331	2.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,820	0.3	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$578,836	100.0	100.0
Percent of Total Expenditures Used for Special Education		12.9	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	72.5
State	21.7
Federal	4.6
Tuition & Other	1.3

⁴Revenue 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., 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	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	85	82.1	85	76.6	*	*
English Learners	6	*	6	*	*	*
Non-English Learners	92	81.3	92	76.6	*	*
Eligible for Free or Reduced-Price Meals	18	*	18	*	6	*
Not Eligible for Free or Reduced-Price Meals	80	81.9	80	76.3	22	76.8
Students with Disabilities	7	*	7	*	*	*
Students without Disabilities	91	82.6	91	77.2	*	*
High Needs	27	75.6	27	76.5	12	*
Non-High Needs	71	83.0	71	76.5	16	*
District	98	81.0	98	76.5	28	79.2

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	90.5	100.0	N/A	N/A	49	95.9
Curl Up	90.5	89.3	N/A	N/A	49	89.8
Push Up	85.7	85.7	N/A	N/A	49	85.7
Mile Run/PACER	95.2	100.0	N/A	N/A	49	98.0
All Tests - District	66.7	78.6	N/A	N/A	49	73.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	81.0	75	50.0	50	100.0	67.7
	High Needs Students	75.6	75	50.0	50	100.0	58.1
Math Performance Index	All Students	76.5	75	50.0	50	100.0	63.1
	High Needs Students	76.5	75	50.0	50	100.0	52.7
Science Performance Index	All Students	79.2	75	50.0	50	100.0	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	74.6%	100%	74.6	100	74.6	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	73.7%	100%	73.7	100	73.7	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	1.3%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	2.4%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 73.5%	75%	49.0	50	98.0	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				547.3	600	91.2	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	75.6	-0.6	15.4	
Math Performance Index Gap	75.0	76.5	-1.5	17.6	
Science Performance Index Gap	.	.	.	16.1	
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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

³Minimum 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: N/A State: 51.5

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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, Kindergarten Parent Orientation, Pre-K Parent Orientation, Bingo Night, Holiday Pancake Breakfast, Pasta Supper, Literacy Night and Be Internet Awesome Night. 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 musical concerts each year featuring our two school bands, jazz band and two choral groups. Our school district improvement plan for 2018-19 included the implementation NGSS aligned Science Units at every grade level. AES has achieved a 1 to 1 correspondence in student Chromebooks for grades 3-6 and all PreK-6 grade students receive direct instruction in technology and digital citizenship. The AES Sunday Scoop, 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. Our parent communication goal this year was designed to encourage teachers to provide additional resources to parents through our website and to keep families updated on student progress. 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 student progress and review data. Scientific Research Based Interventions (SRBI) are utilized to support student learning and student behaviors. 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 each student's individual 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 NAEYC accredited preschool program operates three full-day classrooms. This impressive Pre-K program strengthens our K-3 continuum of early learning and helps build the foundation for a lifetime of learning.

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 instruction each week. 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. This year we welcomed Master Drummer, Bolokada Conde, from West Africa to perform, engage our student body and teach drumming classes. We continuously seek out opportunities to promote cultural awareness and appreciation.

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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)