

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



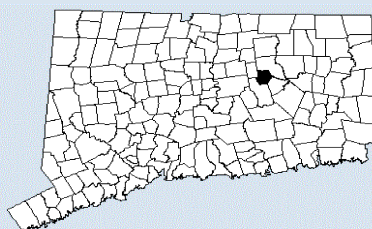
## Andover School District

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

### District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	250
Per Pupil Expenditures <sup>1</sup>	\$15,640
Total Expenditures <sup>1</sup>	\$4,441,692

<sup>1</sup>Expenditure data reflect the 2014-15 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](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	118	47.2	48.3
Male	132	52.8	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	14	5.6	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	6	2.4	2.7
White	226	90.4	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	41	16.4	38.0
Students with Disabilities <sup>1</sup>	17	6.8	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
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	0.0
District	*	*	*	*
State		9.6		7.0

**Number of students in 2014-15 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: 0**

<sup>2</sup>A 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.

<sup>3</sup>The 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 2015-16

## Andover School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	22.8
Paraprofessional Instructional Assistants	1.0
<b>Special Education</b>	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	6.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.6
School Level	0.0
<b>Library/Media</b>	
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	15.4

<sup>1</sup>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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	32	100.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	95.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.0	9.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	*	*
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	10	*
State		68.8

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Andover School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	*	*	0.5
Learning Disability	*	*	4.6
Other Health Impairment	*	*	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	16	6.7	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,712,516	9,864	9,387
Instructional Supplies and Equipment	122,533	446	318
Improvement of Instruction and Educational Media Services	84,239	306	541
Student Support Services	157,766	574	1,048
Administration and Support Services	615,105	2,237	1,790
Plant Operation and Maintenance	489,907	1,781	1,608
Transportation	192,339	324	845
Costs of Students Tuitioned Out	67,287	N/A	N/A
Other	0	0	194
Total	4,441,692	15,640	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	124,760	454	1,524
-----------------------------------	---------	-----	-------

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

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	324,207	41.5	35.1
Noncertified Personnel	169,899	21.8	14.5
Purchased Services	112,695	14.4	5.5
Tuition to Other Schools	50,457	6.5	21.6
Special Ed. Transportation	28,187	3.6	8.3
Other Expenditures	95,161	12.2	15.0
Total Expenditures	780,606	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	66.1	65.2
State	30.8	31.7
Federal	3.0	3.1
Tuition & Other	0.1	0.1

<sup>4</sup>Revenue 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 2015-16

## 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	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	147	80.2	147	75.8	40	71.8
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	43	71.8
Eligible for Free or Reduced-Price Meals	24	72.3	24	71.0	*	*
Not Eligible for Free or Reduced-Price Meals	134	81.1	134	76.6	*	*
Students with Disabilities	14	*	14	*	0	N/A
Students without Disabilities	144	82.1	144	77.6	43	71.8
High Needs	38	67.9	38	66.4	*	*
Non-High Needs	120	83.5	120	78.7	*	*
District	158	79.8	158	75.7	43	71.8

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	97.4	95.8	N/A	N/A	86	96.5
Curl Up	86.8	83.3	N/A	N/A	86	84.9
Push Up	97.4	87.5	N/A	N/A	86	91.9
Mile Run/PACER	94.7	100.0	N/A	N/A	86	97.7
All Tests - District	81.6	72.9	N/A	N/A	86	76.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Andover School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	79.8	75	50.0	50	100.0	67.7
	High Needs Students	67.9	75	45.3	50	90.5	56.7
Math Performance Index	All Students	75.7	75	50.0	50	100.0	61.4
	High Needs Students	66.4	75	44.2	50	88.5	49.9
Science Performance Index	All Students	71.8	75	47.9	50	95.7	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	67.0%	100%	67.0	100	67.0	63.8%
	High Needs Students	41.2%	100%	41.2	100	41.2	58.3%
Math Academic Growth	All Students	75.7%	100%	75.7	100	75.7	65.0%
	High Needs Students	60.3%	100%	60.3	100	60.3	57.4%
Chronic Absenteeism	All Students	2.2%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	1.9%	<=5%	50.0	50	100.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.6%   76.7%	75%	50.0	50	100.0	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>631.7</b>	<b>800</b>	<b>79.0</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	67.9	7.1	16.5	
Math Performance Index Gap	75.0	66.4	8.6	18.9	
Science Performance Index Gap	71.7	N/A	.	17.2	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.1
	High Needs Students	95.0
Math	All Students	98.1
	High Needs Students	95.0
Science	All Students	97.7
	High Needs Students	.

<sup>3</sup>Minimum 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: 51.4**

#### 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 2015-16

## Andover School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Andover Elementary School is committed to providing a creative and challenging curriculum for ALL in an innovative and nurturing facility in partnership with parents and the community in order to develop life-long learners. At AES, we administer a variety of programs throughout the school year that engage parents with our curriculum as well as our school environment. We begin our school year with an Open House on the day before school begins, and we follow it up three weeks later with Curriculum Night where each grade level shares with parents the grade level's curriculum, expectations, and assessment practices. Each grade level's curriculum presentation is posted on our school website: [www.andoverelementaryct.org](http://www.andoverelementaryct.org). Family and community events throughout the year include: Young Author's Night, Science Fair, Art Show, Book Fairs, Intergenerational Day, Veteran's Day Celebration, Bingo Night, Movie Night, Pancake Breakfast, Pasta Supper and Geography Jamboree. Throughout the year, we welcome parents and grandparents to volunteer in our classrooms. Our school district improvement plans for 2015-16 included the full implementation of newly designed English Language Arts curriculum in grades 5 & 6, and the continued development of learning tasks that align with our new units of study as part of our English Language Arts curriculum revisions at grades K-4. To aid in this process, we used a professional development grant from the State of Connecticut to bring trained ELA instructors to Andover to help in developing learning tasks for each of the new units that are aligned with our writing units and the common core. Another district improvement was the addition of technology for students that included 20 new ipads for grades K-3 and 20 Chromebooks for grades 4-6. Several teachers were sent to professional development related to instructional applications for this new technology. In terms of communication, we are continuously updating our family database for email and text communication and we are working to add more information to our website. The AES Friday Memo is emailed weekly to all families (hard copies are also available). In the area of special education, Andover Elementary School successfully blends both special education and regular education 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. STAR universal screening measures are administered three times per year to all students and used monthly to monitor the progress of those students receiving Tier 2 and/or 3 services. STAR scores, teacher reports/collected data, and classroom performance are all used to determine eligibility for Tier 2 and 3 interventions. 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. Building administration engages families in the planning and improvement of school programs through annual surveys.

#### 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 in 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 when parents and community members visit AES to sample the cultures of various countries, including their arts, foods, and history. 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. 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. This inter-district diversity grant program allows students and teachers from different school districts an opportunity to meet and interact through partnered learning experiences. Planting Pals is funded by the Connecticut State Department of Education and facilitated by EASTCONN. While learning about new friends from their partner schools in Hartford and Willimantic, students in this interdisciplinary learning program explore diversity and its impact. A multi-cultural education curriculum is interwoven throughout the program.

# District Profile and Performance Report for School Year 2015-16

## 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 resident students from Pre-K through grade 6. From here, our students attend a regional high school and middle school (RHAM).