

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



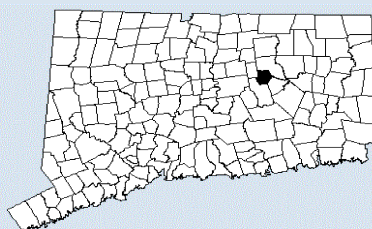
Andover School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	275
Per Pupil Expenditures ¹	\$15,224
Total Expenditures ¹	\$4,688,887

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	129	46.9	48.3
Male	146	53.1	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	*	*	12.9
Hispanic or Latino	15	5.5	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	250	90.9	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	37	13.5	37.6
Students with Disabilities ¹	20	7.3	13.3

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	*	*
White	*	*	*	*
English Language Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 1

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	19.7
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	6.0
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 (%)
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	0.0
White	29	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	97.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	9.2

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	*	*
Learning Disability	*	*
Other Health Impairment	7	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	0	0
District	12	*
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	*	*	0.5
Learning Disability	*	*	4.4
Other Health Impairment	7	2.8	2.6
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	15	5.9	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,740,679	9,197	9,134
Instructional Supplies and Equipment	104,999	352	334
Improvement of Instruction and Educational Media Services	82,287	276	498
Student Support Services	163,260	548	1,001
Administration and Support Services	664,002	2,228	1,694
Plant Operation and Maintenance	452,540	1,519	1,572
Transportation	259,261	400	813
Costs of Students Tuitioned Out	221,859	N/A	N/A
Other	0	0	186
Total	4,688,887	15,224	15,289

Additional Expenditures

Land, Buildings, and Debt Service	125,235	420	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	283,497	32.0	35.1
Noncertified Personnel	137,431	15.5	14.2
Purchased Services	105,325	11.9	5.2
Tuition to Other Schools	196,034	22.1	22.0
Special Ed. Transportation	76,941	8.7	8.6
Other Expenditures	86,766	9.8	14.9
Total Expenditures	885,994	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	65.8	64.9
State	31.7	32.6
Federal	2.2	2.3
Tuition & Other	0.2	0.2

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.

	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	*	*	*	*	N/A	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	6	*	6	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	149	83.1	149	76.5	43	65.9
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	21	77.2	21	67.8	8	*
Not Eligible for Free or Reduced-Price Meals	139	83.8	139	77.6	42	66.6
Students with Disabilities	12	*	12	*	9	*
Students without Disabilities	148	85.0	148	78.1	41	67.7
High Needs	34	74.4	34	67.2	16	*
Non-High Needs	126	85.2	126	78.8	34	71.1
District	160	82.9	160	76.4	50	64.0

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	95.1	92.7	N/A	N/A	82	93.9
Curl Up	80.5	82.9	N/A	N/A	82	81.7
Push Up	85.4	78.0	N/A	N/A	82	81.7
Mile Run/PACER	75.6	92.7	N/A	N/A	82	84.1
All Tests - District	63.4	70.7	N/A	N/A	82	67.1
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

These statistics are the first 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	82.9	75	100.0	100	100.0	67.9
	High Needs Students	74.4	75	99.2	100	99.2	56.7
Math Performance Index	All Students	76.4	75	100.0	100	100.0	59.3
	High Needs Students	67.2	75	89.6	100	89.6	47.8
Science Performance Index	All Students	64.0	75	85.4	100	85.4	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	1.2%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	3.7%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		97.6% 67.1%	75%	44.7	50	89.4	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				618.9	650	95.2	

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	74.4	0.6	17.3	
Math Performance Index Gap	75.0	67.2	7.8	19.6	
Science Performance Index Gap	71.1	N/A	.	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.8
	High Needs Students	100.0
Math	All Students	98.8
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

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: 50.1

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 is committed to partnering with families and the community to prepare our students for future learning and to become thoughtful and productive citizens. 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 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. Family and community events include: Young Author's Night, Science Fair, Book Fair, Intergenerational Day, Veteran's Day Celebration, Bingo Night and Geography Jamboree. Intergenerational Day is when students can bring their parents, grandparents, other relatives, and/or neighbors to school to enjoy specially designed presentations. Our Veteran's Day Celebration invites family and community members who have served in the armed forces and recognizes their service. Family BINGO night is held in our gymnasium on a Friday night and is a popular family event. Every one of our students participates in our Geography Jamboree, which culminates when classrooms are turned into countries and family and community members visit each country on an evening in the spring. In addition, there are two music concerts each year featuring our school bands and chorus. Throughout the year, we welcome parents and grandparents to volunteer in our classrooms. Our school district improvement plans for 2014-15 included: aligning our English Language Arts curriculum to the Connecticut Common Core State Standards, full implementation of Writer's Workshop and improving communication to parents and staff. To achieve these goals, we provided professional development for our staff in the implementation of Writer's Workshop using trained professionals from Teacher's College. We used a professional development grant from the State of Connecticut to bring trained ELA instructors to Andover to help in creating a curriculum map along with an outline of new units of study at every grade level that are aligned with our writing units and the common core. In terms of communication, we updated and expanded our family database using email addresses and text messaging to reach more families. Our weekly memo is emailed to all families (with hard copies available) and is filled with important information and pictures of current and upcoming events. 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. For the majority of students at Andover Elementary School, truancy concerns do not exist. AES maintains accurate student attendance records using School Master and follows up with parents on all absences. When a student reached seven absences, a reminder letter is sent home that outlines the state requirements for excused and unexcused absences. 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 student growth.

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 4th through 6th grade students participate in Spanish two times weekly. 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 into an evening of learning for our whole community when parents and community members come into Andover Elementary School 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. This is open to the community and our students/staff. 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.

The two second grade classes continued their participation in the "Farming the Land and Sea" grant (aka Planting Pals). 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.

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