

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Andover School District

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District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	239
Per Pupil Expenditures	\$22,038
Total Expenditures	\$4,561,966

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	121	50.6	48.4
Male	118	49.4	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	27	11.3	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	203	84.9	45.1
English Learners/Multilingual Learners	7	2.9	11.3
Eligible for Free or Reduced-Price Meals	67	28.0	44.8
Students with Disabilities	32	13.4	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	*	*	*	*
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
All Students - District	10	5.6	*	*
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 7
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	20.3
General Education Paraprofessionals	6.0
Special Education Teachers and Instructors	2.0
Special Education Paraprofessionals	4.0
District Central Office Administrators	1.4
School Level Administrators	1.0
Library/Media Specialists (Certified)	0.8
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.8

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	9.3
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	29	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	2	7.4	6.8
Teachers	1	4.5	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	N/A	N/A
Learning Disability	8	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
All Disabilities - District	13	61.9
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	*	*	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	8	4.5	6.5
Other Health Impairment	6	3.4	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	25	14.0	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$3,041,107	\$14,691	\$13,471
Support services - students	\$199,087	\$971	\$1,826
Support services - instruction	\$204,779	\$999	\$972
Support services - general administration	\$143,362	\$699	\$568
Support services - school based administration	\$211,463	\$1,032	\$1,274
Central and other support services	\$153,513	\$749	\$761
Operation and maintenance of plant	\$476,000	\$2,322	\$2,125
Student transportation services	\$126,505	\$602	\$1,695
Food services	.	.	\$10
Enterprise operations	\$6,150	\$30	\$219
Total	\$4,561,966	\$22,038	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$186,174	40.3	26.4
Instructional Aide Salaries	\$74,016	16.0	10.1
Other Salaries	\$27,585	6.0	10.5
Employee Benefits	\$70,077	15.2	13.3
Purchased Services Other Than Transportation	\$37,665	8.2	6.8
Special Education Tuition	\$45,281	9.8	22.8
Supplies	\$12,268	2.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$8,743	1.9	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$461,810	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	10.1
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	59.4
State	26.4
Federal	11.4
Tuition & Other	2.8

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science 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
Hispanic or Latino of any race	11	*	11	*	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	93	74.1	94	69.7	17	*
English Learners/Multilingual Learners	7	*	7	*	*	*
Non-English Learners/Non-Multilingual Learners	100	73.6	101	69.0	*	*
Eligible for Free or Reduced-Price Meals	33	62.3	34	58.1	11	*
Not Eligible for Free or Reduced-Price Meals	74	77.9	74	73.6	14	*
Students with Disabilities	17	*	18	*	*	*
Students without Disabilities	90	78.2	90	74.1	*	*
High Needs	41	60.3	42	56.5	11	*
Non-High Needs	66	81.0	66	76.5	14	*
All Students - District	107	73.1	108	68.7	25	76.5

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	76.9	77.3	N/A	N/A	48	77.1
Curl Up	76.9	77.3	N/A	N/A	48	77.1
Push Up	80.8	72.7	N/A	N/A	48	77.1
Mile Run/PACER	84.6	86.4	N/A	N/A	48	85.4
All Tests - District	53.8	40.9	N/A	N/A	48	47.9
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.1	75	48.7	50	97.4	64.7
ELA Performance Index	High Needs Students	60.3	75	40.2	50	80.4	54.9
Math Performance Index	All Students	68.7	75	45.8	50	91.6	61.1
Math Performance Index	High Needs Students	56.5	75	37.7	50	75.3	50.6
Science Performance Index	All Students	76.5	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	68.6%	100%	68.6	100	68.6	60.6%
ELA Academic Growth	High Needs Students	44.7%	100%	44.7	100	44.7	55.7%
Math Academic Growth	All Students	70.4%	100%	70.4	100	70.4	62.3%
Math Academic Growth	High Needs Students	63.4%	100%	63.4	100	63.4	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	5.6%	<=5%	48.8	50	97.7	17.2%
Chronic Absenteeism	High Needs Students	7.6%	<=5%	44.8	50	89.7	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	47.9%	75%	31.9	50	63.9	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				595.0	800	74.4	

Physical Fitness Estimated Participation Rate - District: 100.0% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	60.3	14.7	16.9	N
Math Performance Index Gap	75.0	56.5	18.5	18.4	Y
Science Performance Index Gap	.	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.1
ELA	High Needs Students	97.7
Math	All Students	99.1
Math	High Needs Students	97.8
Science	All Students	100.0
Science	High Needs Students	.

Minimum 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: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

The BOE mission/vision for Andover Elementary School continues 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." AES is exposed to a multitude of enrichment programs. We were awarded an enrichment summer grant and have used this to increase parental outreach and awareness of school programs. We also allow for afterschool partnerships with COOL to assist the working parent with homework times. For our enrichment programs, Makerspace promotes inquiry and a love of STEM activities and continues, as well as science enrichment and Invention Convention. We continued to offer Spanish to grades 2-6 on a weekly basis. In addition, we had an afterschool grant full of monthly family-engaging activities and daily opportunities for all children. The culmination at the end of the school year also included family enrichment bags full of academic and family fun activities to span the summer. Professional development continued with SEL training, safety, and first aid as well as PMT training. We have expanded our early learning program to not only assist families with high-quality care and enrichment but also to focus on fundamentals in a play-based learning NAEYC-accredited preschool and kindergarten program. We now service more children in this program than any other grade in the building.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Andover Elementary School is a one-school district. All students had been provided a device to ensure, no student would be isolated or denied access to technology. As a one-school pre-k to grade 6 school district, less isolation is apparent, but as a fairly homogeneous district, we are cognizant of our responsibility to seek out opportunities and strive to afford all of our learners with experiences that focus on an embedded awareness of equity and social justice. Most of the students attend AES and do not opt-out and go to magnet schools, so bringing the outside into Andover is integral. Programs embedded to heighten the awareness of cultural and racial differences have increased as permanent parts of the school and curriculum instead of just as "one-day events" but we still can improve upon this component. AES included a "Be the Authors" program through BUDSIES to reinforce the writing and reading curriculum through the appreciation of the children as authors and illustrators. We have a book vending machine that includes an array of high-interest diverse books. Our NAEYC program meets very high standards for diversity and inclusivity in preschool and kinder. Our library offerings included themes of the chosen literary works that were purposeful and examined immigration, racial identity, and cultural aspects. In addition, we often participate in an inter-district book club between Andover and another small Eastern Connecticut town. Our social studies classes in the upper grades continued with their colonial programs but also added a component of global awareness by including Junior Achievement into their curricula. In doing so, AES is also supporting the state's push to implement the certificate of global awareness program at the secondary level, a CAPSS initiative designed to further increase student awareness of the diversity of individuals and cultures. Grade 5 also participates in a team-building activity at Nature's classroom as well as Kid Governor. At AES we have integrated curriculum and social-emotional learning tenets deeply rooted in our daily lessons that embrace anti-bullying, acceptance of others, kindness, and respect.

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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. AES is a pre-k through grade 6 school, and within our school community attention is paid to the equal allocation of resources from grade to grade to ensure equity. Resources are equitable from grade to grade, and all opportunities are presented to all Andover students.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	1	50.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	1	50.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	2		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.