

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



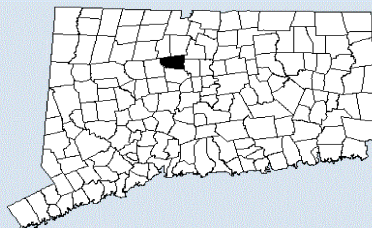
Avon School District

Mr. Gary Mala, Superintendent • 860-404-4700 • <http://www.avon.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	3,288
Per Pupil Expenditures ¹	\$16,218
Total Expenditures ¹	\$54,363,881

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,641	49.9	48.4
Male	1,647	50.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	536	16.3	5.1
Black or African American	157	4.8	12.9
Hispanic or Latino	204	6.2	24.0
Pacific Islander	*	*	0.1
Two or More Races	120	3.6	2.9
White	2,260	68.7	54.8
English Learners	95	2.9	6.8
Eligible for Free or Reduced-Price Meals	200	6.1	35.9
Students with Disabilities ¹	321	9.8	14.3

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		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	79	4.8	10	0.6
Male	102	6.3	50	3.0
Black or African American	26	15.8	15	8.8
Hispanic or Latino	12	6.0	*	*
White	110	4.9	35	1.5
English Learners	9	9.6	*	*
Eligible for Free or Reduced-Price Meals	41	23.7	18	8.6
Students with Disabilities	43	13.3	13	3.5
District	181	5.6	60	1.8
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 115

Number of school-based arrests: Fewer than 6

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.

District Profile and Performance Report for School Year 2016-17

Avon School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	216.2
Paraprofessional Instructional Assistants	28.4
Special Education	
Teachers and Instructors	33.6
Paraprofessional Instructional Assistants	62.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	10.0
Library/Media	
Specialists (Certified)	5.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	12.4
Counselors, Social Workers and School Psychologists	17.0
School Nurses	6.2
Other Staff Providing Non-Instructional Services/Support	116.0

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	3	1.0	1.0
Black or African American	3	1.0	3.6
Hispanic or Latino	2	0.7	3.6
Pacific Islander	1	0.3	0.0
Two or More Races	0	0.0	0.1
White	296	97.1	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	*	*	8	*
White	101	49.3	128	63.7
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	7	25.9	11	35.5
District	143	50.4	162	62.8
State		63.6		77.5

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	26	47.3
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	65	70.7
Other Health Impairment	47	72.3
Other Disabilities	*	*
Speech/Language Impairment	38	79.2
District	190	63.3
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Avon School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	56	1.7	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	92	2.8	4.9
Other Health Impairment	66	2.0	2.9
Other Disabilities	26	0.8	1.1
Speech/Language Impairment	54	1.6	1.8
All Disabilities	315	9.5	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	32,332,183	9,878	9,663
Instructional Supplies and Equipment	804,296	246	321
Improvement of Instruction and Educational Media Services	928,196	284	578
Student Support Services	3,506,391	1,071	1,103
Administration and Support Services	5,166,409	1,578	1,861
Plant Operation and Maintenance	4,636,889	1,417	1,637
Transportation	2,794,035	785	877
Costs of Students Tuitioned Out	3,116,749	N/A	N/A
Other	1,078,733	330	201
Total	54,363,881	16,218	16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,995,739	915	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,979,202	35.6	34.6
Noncertified Personnel	1,698,266	15.2	14.6
Purchased Services	356,429	3.2	5.8
Tuition to Other Schools	2,857,638	25.5	21.8
Special Ed. Transportation	757,692	6.8	8.5
Other Expenditures	1,538,537	13.8	14.7
Total Expenditures	11,187,764	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.9	90.4
State	6.5	6.9
Federal	1.5	1.6
Tuition & Other	1.0	1.1

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).

District Profile and Performance Report for School Year 2016-17

Avon 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	*	*	*	*	*	*
Asian	292	87.1	292	89.1	120	72.4
Black or African American	83	61.9	83	56.1	32	51.2
Hispanic or Latino	114	75.1	113	69.7	38	64.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	76	84.2	76	80.5	21	75.1
White	1224	80.9	1224	77.0	513	67.3
English Learners	81	70.2	80	71.2	23	53.2
Non-English Learners	1712	81.3	1712	78.0	702	68.0
Eligible for Free or Reduced-Price Meals	89	60.4	89	56.0	38	51.8
Not Eligible for Free or Reduced-Price Meals	1704	81.9	1703	78.8	687	68.4
Students with Disabilities	155	54.1	155	50.4	64	50.4
Students without Disabilities	1638	83.3	1637	80.2	661	69.2
High Needs	281	61.6	280	58.5	103	52.7
Non-High Needs	1512	84.4	1512	81.2	622	69.9
District	1793	80.8	1792	77.7	725	67.5

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	82.3	79.1	52.6	62.8	988	68.5
Curl Up	92.7	96.5	74.6	95.1	988	88.9
Push Up	74.2	77.4	68.6	79.4	988	74.5
Mile Run/PACER	88.7	92.6	68.6	78.9	988	81.6
All Tests - District	54.8	61.7	32.8	48.9	988	48.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

District Profile and Performance Report for School Year 2016-17

Avon School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	32	84.4
District	240	97.1
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.5	213	78.3
Male	97.8	208	77.0
Black or African American	100.0	*	*
Hispanic or Latino	100.0	19	63.3
White	97.5	330	81.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	7	35.0
Students with Disabilities	84.5	14	24.1
District	98.2	421	77.7
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	92.0	96.6
Male	88.1	96.7
Black or African American	*	*
Hispanic or Latino	*	*
White	89.8	98.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	76.7	95.0
District	90.0	96.6
State	72.0	88.5

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2016-17

Avon School District

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	80.8	75	50.0	50	100.0	67.1
	High Needs Students	61.6	75	41.1	50	82.1	55.9
Math Performance Index	All Students	77.7	75	50.0	50	100.0	62.2
	High Needs Students	58.5	75	39.0	50	78.1	50.5
Science Performance	All Students	67.5	75	45.0	50	90.0	55.3
	High Needs Students	52.7	75	35.2	50	70.3	45.2
ELA Academic Growth	All Students	64.0%	100%	64.0	100	64.0	55.4%
	High Needs Students	54.8%	100%	54.8	100	54.8	49.8%
Math Academic Growth	All Students	72.7%	100%	72.7	100	72.7	61.7%
	High Needs Students	56.2%	100%	56.2	100	56.2	53.7%
Chronic Absenteeism	All Students	5.6%	<=5%	48.9	50	97.8	9.9%
	High Needs Students	14.8%	<=5%	30.3	50	60.6	15.8%
Preparation for CCR	% Taking Courses	56.3%	75%	37.5	50	75.0	70.7%
	% Passing Exams	77.7%	75%	50.0	50	100.0	43.5%
On-track to High School Graduation		98.5%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		97.1%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		93.2%	94%	99.1	100	99.1	82.0%
Postsecondary Entrance (Class of 2016)		90.0%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.2% 48.7%	75%	32.5	50	64.9	92.0% 51.6%
Arts Access		62.3%	60%	50.0	50	100.0	50.5%
Accountability Index				1106.2	1350	81.9	

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?					Y
ELA Performance Index Gap	75.0	61.6	13.4	16.7	
Math Performance Index Gap	75.0	58.5	16.5	18.7	
Science Performance Index Gap	69.9	52.7	17.2	16.6	
Graduation Rate Gap	94.0%	93.2%	0.8%	12.0%	N

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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.7
	High Needs Students	98.6
Math	All Students	99.7
	High Needs Students	98.6
Science	All Students	99.5
	High Needs Students	97.2

³Minimum 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: 50.2**

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 2016-17

Avon School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Avon Public Schools welcomes families as partners in their children's education by creating inviting schools; providing consistent, effective communications from the district, schools and teachers to parents and students; and offering numerous opportunities for parents to partner with schools to plan, participate in, and improve the school experiences in Avon. The district's commitment extends to all staff members through ongoing professional development. An integral part of staff development is the training of all staff in the Capturing Kids Hearts methodology, which promotes positive, healthy relationship building and creates a welcoming, collaborative environment where students and families can flourish.

Avon Public Schools believes it is important that staff, parents and students work collaboratively to effectively provide our students with the best education possible. The district recently created two councils, the School Climate & Culture Council and the Homework Advisory Council comprising of staff, parents and students to advise the district leaders and Board of Education members on their findings on how to improve school climate and an accepting culture within our schools as well as the impact of homework assignments and workload on our students.

Communication is an important component of Avon's Strategic Plan. District, school and staff websites provide information to students and parents regarding curriculum, academic and social goals, school activities, clubs and athletics. Teachers maintain websites that provide access to curriculum, classroom assignments and resources to support student learning. A variety of web-based instructional and supplemental materials are available to students and parents to reinforce and promote student learning at home.

The Department of Pupil Services currently supports approximately 350 students, including students participating in the Open Choice Program, with disabilities from pre-school through grade 12 or upon completion of a student's transition plan as outlined in an Individual Education Plan (IEP). Consistent with federal regulations as outlined in the Individuals with Disabilities Education Act (IDEA), our district offers a wide range of specialized personnel who collaboratively support students academically, socially, emotionally, and behaviorally in the least restrictive educational environment. The main objective of the Pupil Personnel staff is to assist families and educators in reaching our district goal of supporting all students in achieving academic success. The Department of Pupil Services collaborates with Avon's Special Education Parent Teacher Association (SEPTA) to provide training to parents regarding topics such as IEPs and Transition.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Avon Public Schools has implemented significant efforts to reduce racial, ethnic and economic isolation during this reporting period. Specifically at the district level, Avon has increased the enrollment of non-resident, minority students by 250% over the past five years. To support both non-resident and resident students, the district maintains school climate/safety committees at all schools to insure that the needs of all students are met. These same groups plan and implement specific activities to reduce isolation of students and families.

The district maintains a strong relationship with the Capital Region Education Council and more specifically the Open Choice staff and access the resources provided by CREC. At the elementary level, schools continue to host specific events (movie nights, family fun nights at local businesses, etc.) in which all parents, staff and students are encouraged to participate. Periodically during each school year, activities such as multi-cultural fairs and cultural awareness programs are sponsored and supported financially by each school's parent teacher organization.

At the secondary level, multiple opportunities are provided to both staff and students via the advisory periods to discuss and review information regarding tolerance, acceptance of differences and cultural awareness. These discussions have led to schools hosting guest speakers during schools assemblies for such topics as the holocaust, the World of Difference and other programs specifically designed to assist schools improve the cultural and climate of their facilities.

The Board of Education is continuing its communication committee, the Communication/School Climate & Culture Committee, and redefining its charge to include improving the district and school efforts to reduce racial, ethnic and economic isolation.

District Profile and Performance Report for School Year 2016-17

Avon School District

Equitable Allocation of Resources among District Schools

Avon Public Schools follows a standardized budgeting process in which each school or department administrator submits funding requests in the same manner. Administrators write a comprehensive budget narrative describing the requests and how they relate to the District Strategic Plan including detail by line item. The packages are submitted to Central Office Administration where a team of three reviews each proposed budget. The team looks for consistency between buildings in all areas including general supplies, equipment, services, professional development and finally personnel. If variances are discovered to be inequitable between buildings, funds are adjusted to reflect a fair distribution of resources.

.This standardized approval process further supports quality control principles for district-wide purchasing and the equitable distribution of goods, services and personnel. This process directly supports the district's budgeting method and the subsequent execution of the approved budget.