Connecticut State Department of Education

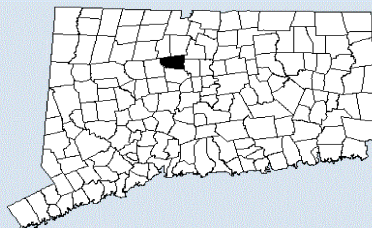# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	3,285
Per Pupil Expenditures¹	$15,833
Total Expenditures¹	$53,609,521

¹*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

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.

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	1,620	49.3	48.3
Male	1,665	50.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	508	15.5	4.9
Black or African American	154	4.7	12.8
Hispanic or Latino	209	6.4	23.0
Pacific Islander	*	*	0.0
Two or More Races	125	3.8	2.7
White	2,280	69.4	55.9
English Learners	103	3.1	6.4
Eligible for Free or Reduced-Price Meals	168	5.1	38.0
Students with Disabilities¹	295	9.0	13.7

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 Absenteeism²		Suspension/ Expulsion³	
	Count	Rate (%)	Count	Rate (%)
Female	74	4.6	20	1.2
Male	73	4.4	40	2.4
Black or African American	24	15.6	21	12.7
Hispanic or Latino	12	6.1	*	*
White	89	3.9	28	1.2
English Learners	6	5.1	*	*
Eligible for Free or Reduced-Price Meals	34	18.8	21	10.7
Students with Disabilities	21	7.0	13	3.7
District	147	4.5	60	1.8
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 27

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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	211.4
Paraprofessional Instructional Assistants	24.8
Special Education	
Teachers and Instructors	33.6
Paraprofessional Instructional Assistants	66.3
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	10.0
Library/Media	
Specialists (Certified)	5.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	12.0
Counselors, Social Workers and School Psychologists	16.0
School Nurses	6.2
Other Staff Providing Non-Instructional Services/Support	117.0

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	1.4	1.0
Black or African American	2	0.7	3.5
Hispanic or Latino	1	0.3	3.5
Pacific Islander	1	0.3	0.0
Two or More Races	0	0.0	0.1
White	289	97.3	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]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	7.6	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	80	41.2	99	54.1
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	6	23.1	9	33.3
District	103	40.9	133	54.1
State		61.2		73.9

[3]College-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 Peers[4]

	Count	Rate (%)
Autism	24	47.1
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	62	73.8
Other Health Impairment	38	71.7
Other Disabilities	*	*
Speech/Language Impairment	35	79.5
District	169	61.5
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	53	1.6	1.6
Emotional Disturbance	16	0.5	1.0
Intellectual Disability	7	0.2	0.5
Learning Disability	84	2.5	4.6
Other Health Impairment	54	1.6	2.8
Other Disabilities	26	0.8	1.0
Speech/Language Impairment	50	1.5	1.9
All Disabilities	290	8.8	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	30,874,408	9,300	9,387
Instructional Supplies and Equipment	1,015,549	306	318
Improvement of Instruction and Educational Media Services	1,077,534	325	541
Student Support Services	3,666,632	1,104	1,048
Administration and Support Services	6,175,923	1,860	1,790
Plant Operation and Maintenance	4,535,271	1,366	1,608
Transportation	2,518,388	710	845
Costs of Students Tuitioned Out	2,681,073	N/A	N/A
Other	1,064,743	321	194
Total	53,609,521	15,833	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	2,918,741	879	1,524

[3]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 Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,617,825	34.5	35.1
Noncertified Personnel	1,813,684	17.3	14.5
Purchased Services	333,407	3.2	5.5
Tuition to Other Schools	2,444,892	23.3	21.6
Special Ed. Transportation	783,006	7.5	8.3
Other Expenditures	1,492,017	14.2	15.0
Total Expenditures	10,484,831	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	90.0	89.8
State	7.2	7.3
Federal	1.4	1.4
Tuition & Other	1.4	1.4

[4]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).

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	252	87.1	252	89.0	104	72.0
Black or African American	72	62.1	72	55.3	32	49.2
Hispanic or Latino	107	73.6	107	67.9	54	57.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	36	70.6
White	1251	81.9	1248	77.0	593	67.9
English Learners	50	67.0	50	66.7	18	*
Non-English Learners	1693	82.0	1690	77.8	803	67.5
Eligible for Free or Reduced-Price Meals	84	63.4	84	56.8	46	55.2
Not Eligible for Free or Reduced-Price Meals	1659	82.4	1656	78.6	775	67.8
Students with Disabilities	195	60.1	194	54.6	99	47.2
Students without Disabilities	1548	84.2	1546	80.4	722	69.8
High Needs	292	63.5	291	58.6	147	50.8
Non-High Needs	1451	85.2	1449	81.3	674	70.6
District	1743	81.5	1740	77.5	821	67.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

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

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.1	88.9	51.5	66.5	972	72.3
Curl Up	93.5	96.9	63.1	90.7	972	85.4
Push Up	68.7	90.3	57.7	84.8	972	75.2
Mile Run/PACER	82.9	93.4	57.3	81.0	972	78.0
All Tests - District	57.6	78.3	51.2	52.0	972	59.2
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	33	81.8	87.3	No	88.1
District	248	96.0	94.0	Yes	94.0
State[4]		87.2			

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6] Rate (%)	Meeting Benchmark Count	Meeting Benchmark Rate (%)
Female	97.6	186	74.7
Male	96.8	192	77.1
Black or African American	100.0	*	*
Hispanic or Latino	97.1	19	55.9
White	96.8	294	78.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	*	*
Students with Disabilities	71.4	6	28.6
District	97.2	378	75.9
State	95.6		40.7

[5]College 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

[6]Participation 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 2015 Entrance[7] Rate (%)	Class of 2014 Persistence[8] Rate (%)
Female	86.6	97.1
Male	84.9	92.2
Black or African American	*	*
Hispanic or Latino	*	*
White	84.1	94.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	74.1	80.0
District	85.8	95.0
State	71.9	88.3

[7]College 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.

[8]College 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

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	81.5	75	50.0	50	100.0	67.7
	High Needs Students	63.5	75	42.3	50	84.6	56.7
Math Performance Index	All Students	77.5	75	50.0	50	100.0	61.4
	High Needs Students	58.6	75	39.1	50	78.2	49.9
Science Performance Index	All Students	67.1	75	44.7	50	89.4	57.5
	High Needs Students	50.8	75	33.9	50	67.7	47.0
ELA Academic Growth	All Students	73.2%	100%	73.2	100	73.2	63.8%
	High Needs Students	59.3%	100%	59.3	100	59.3	58.3%
Math Academic Growth	All Students	76.2%	100%	76.2	100	76.2	65.0%
	High Needs Students	58.8%	100%	58.8	100	58.8	57.4%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	11.0%	<=5%	38.1	50	76.1	15.6%
Preparation for CCR	% Taking Courses	47.4%	75%	31.6	50	63.2	67.6%
	% Passing Exams	75.9%	75%	50.0	50	100.0	40.7%
On-track to High School Graduation		97.0%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		96.0%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		91.5%	94%	97.3	100	97.3	78.6%
Postsecondary Entrance (Class of 2015)		85.8%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.5% | 59.2%	75%	39.4	50	78.9	89.2% | 50.5%
Arts Access		64.9%	60%	50.0	50	100.0	47.5%
Accountability Index				**1133.8**	**1350**	**84.0**	

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	63.5	11.5	16.5	
Math Performance Index Gap	75.0	58.6	16.4	18.9	
Science Performance Index Gap	70.6	50.8	19.8	17.2	
Graduation Rate Gap	94.0%	91.5%	2.5%	15.3%	N

[1]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.

[2]If 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	99.6
	High Needs Students	98.8
Math	All Students	99.4
	High Needs Students	98.4
Science	All Students	99.4
	High Needs Students	98.7

[3]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: 54.9   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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 work load 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.

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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 staffs a Family Engagement Specialist to help address the needs not only of area families but more importantly out of town families who may not as easily avail themselves to all the district has to offer. The district also maintains school climate/safety committees at all schools to insure that the students feel safe in their learning environment. 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 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 discussion 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.

Most recently, the Board of Education has reconstituted its communication subcommittee by renaming it to the Communication/School Climate Subcommittee and redefining its charge to include improving the district and school efforts to reduce racial, ethnic and economic isolation.

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.