

STRATEGIC SCHOOL PROFILE 2010-11**Avon School District**

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Avon,
ConnecticutWebsite: www.avon.k12.ct.us/

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford

Town Population in 2000: 15,832

1990-2000 Population Growth: 13.6%

Number of Public Schools: 5

Per Capita Income in 2000: \$51,706

Percent of Adults without a High School Diploma in 2000*: 6.0%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%

District Enrollment as % of Estimated. Student Population: 91.0%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010

3,545

5-Year Enrollment Change

7.1%

DISTRICT GRADE RANGE

Grade Range

PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	190	5.4	8.4	34.1
K-12 Students Who Are Not Fluent in English	53	1.5	2.0	5.6
Students Identified as Gifted and/or Talented	0	0.0	6.4	4.0
PK-12 Students Receiving Special Education Services in District	358	10.1	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	158	82.7	91.3	80.2
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	39	8.1	12.1	13.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.1
Asian American	306	8.6
Black	102	2.9
Hispanic	185	5.2
Pacific Islander	12	0.3
White	2,857	80.6
Two or more races	78	2.2
Total Minority	688	19.4

Percent of Minority Professional Staff: 1.4%

Open Choice:

70 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

5.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 32.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Avon Board of Education supports efforts to reduce racial, ethnic, and social isolation in Hartford County. To this end, the Board continues to expand its participation in the Project Choice program, encourages schools to expand relationships with schools in urban areas, and supports efforts to educate students about cultural and ethnic diversity. The Board supports student participation in several magnet schools, including the University of Hartford Magnet School, The Greater Hartford Academy of Performing Arts, the Montessori Magnet School, the Reggio-Magnet School of the Arts, and the Greater Hartford Academy of Math and Science. With local funding, the sister-school programs in Germany, Spain and Costa Rica continued during the 2010-2011 school year. High school students continue to tutor students at the Boys and Girls Club on Asylum Hill in Hartford. The district uses resources from the Project Choice program to support student tuitions in all of the magnet schools.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	74.6	58.4	77.5
Writing	83.7	61.1	93.8
Mathematics	78.5	63.0	77.0
Grade 4 Reading	90.1	62.5	95.1
Writing	91.0	65.5	97.0
Mathematics	90.2	67.0	92.1
Grade 5 Reading	88.7	61.4	96.9
Writing	89.3	66.8	95.7
Mathematics	94.9	72.5	100.0
Science	88.6	59.9	97.5
Grade 6 Reading	95.6	76.0	97.0
Writing	86.7	65.2	91.1
Mathematics	92.7	71.3	92.9
Grade 7 Reading	96.4	77.8	96.8
Writing	82.3	58.9	89.2
Mathematics	93.5	68.4	96.8
Grade 8 Reading	94.5	74.7	93.6
Writing	91.9	64.8	96.8
Mathematics	91.9	66.6	93.6
Science	89.0	63.1	95.5

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	72.6	44.7	90.2
Writing Across the Disciplines	88.0	61.2	91.7
Mathematics	76.3	49.5	90.2
Science	75.2	47.0	90.2

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	60.4	51.0	70.4

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		90.9	70.6	
Average Score	Mathematics	590	510	96.2
	Critical Reading	562	505	93.1
	Writing	565	510	90.1

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	91.7	81.8	68.7
2009-10 Annual Dropout Rate for Grade 9 through 12	0.3	2.8	78.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.4	84.8
% Employed (Civilian Employment and in Armed Services)	1.1	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	204.28
Paraprofessional Instructional Assistants	10.45
Special Education	
Teachers and Instructors	29.01
Paraprofessional Instructional Assistants	81.56
Library/Media Specialists and/or Assistants	6.20
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.45
School Level	11.21
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.10
Counselors, Social Workers, and School Psychologists	17.17
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	141.81

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.4	13.9
% with Master's Degree or Above	91.6	86.1	79.0

Average Class Size	District	DRG	State
Grade K	17.6	17.5	18.4
Grade 2	21.9	19.8	19.9
Grade 5	23.7	22.1	21.2
Grade 7	18.7	21.3	20.6
High School	17.5	20.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	981	992	992
Middle School	1,044	1,019	1,017
High School	980	987	1,010

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	6.3	3.1	3.1
Middle School	3.7	2.3	2.4
High School	2.2	2.5	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$25,328	\$7,065	\$8,232	\$7,924	\$8,237
Instructional Supplies and Equipment	\$793	\$221	\$299	\$277	\$300
Improvement of Instruction and Educational Media Services	\$1,087	\$303	\$477	\$512	\$463
Student Support Services	\$4,402	\$1,228	\$875	\$936	\$872
Administration and Support Services	\$3,418	\$953	\$1,433	\$1,373	\$1,459
Plant Operation and Maintenance	\$4,442	\$1,239	\$1,421	\$1,384	\$1,410
Transportation	\$1,973	\$545	\$701	\$623	\$692
Costs for Students Tuitioned Out	\$1,657	N/A	N/A	N/A	N/A
Other	\$761	\$212	\$161	\$162	\$159
Total	\$43,860	\$11,961	\$13,878	\$13,518	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,474	\$1,248	\$1,622	\$1,178	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$9,973,590	22.7	20.5	21.5

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	91.4	5.3	3.1	0.2
Excluding School Construction	91.9	4.5	3.4	0.2

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Avon Board of Education policy and practice ensures that the five schools within the district receive base level of financial resources. The base level support that each school receives is determined, in part, by the approved school board budget for the year. Board of Education strategic planning goals, school-level improvement plans and other school-level needs determine the allocation of funds beyond the established budget base.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	366
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	49	1.4	1.2	1.1
Learning Disability	103	2.9	3.3	3.9
Intellectual Disability	13	0.4	0.3	0.4
Emotional Disturbance	16	0.4	0.5	1.0
Speech Impairment	89	2.5	1.8	2.2
Other Health Impairment*	77	2.2	2.2	2.1
Other Disabilities**	19	0.5	0.7	0.9
Total	366	10.2	10.0	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	74.2	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	52.7	33.0	90.1	68.6
	Writing	43.7	19.3	87.6	63.7
	Mathematics	59.4	33.4	90.5	68.2
	Science	53.7	21.2	88.8	61.5
CAPT	Reading Across the Disciplines	22.7	14.1	72.6	44.7
	Writing Across the Disciplines	40.0	17.3	88.0	61.2
	Mathematics	27.3	15.8	76.3	49.5
	Science	28.0	13.1	75.2	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	19.7
	% With Accommodations	80.3
CAPT	% Without Accommodations	18.5
	% With Accommodations	81.5
% Assessed Using Skills Checklist		6.7

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	2	0.5
Private Schools or Other Settings	19	5.2

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	231	63.1	78.0	74.1
40.1 to 79.0 Percent of Time	114	31.1	14.9	14.9
0.0 to 40.0 Percent of Time	21	5.7	7.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The results of the 2011 Connecticut Mastery Test (CMT) showed that students in Avon in grades 3 through 8 continue to sustain high levels of achievement in reading, writing, math and science. Significantly, students in all grades scored in all subject areas among the highest in the state. In mathematics and writing at least 93% of all students at all grade levels 3 through 8 were at or above proficiency with most scores in the 96-7% range. In reading, at least 93% of students in all grades except grade 3 were at or above proficiency level. In reading at least 90% of the students in grades 4, 6, 7 and 8 were at or above goal level, with 88.7% at or above goal in grade 5 and 74.6% at or above goal in grade 3. In mathematics, over 90% of students in grades 4 through 8 were at or above goal, with grade 3 students at 78.5%. In writing, over 91% of the students in grades 4 and 8 were at or above goal, with grade 3 at 83.7%, grade 5 at 88.6%, grade 6 at 86.7% and grade 7 at 82.3%. In science, 88.6% of students in grade 5 and 89.2% of students in grade 8 were at or above goal. Our 10th grade CAPT scores in reading showed a slight increase to 96.2% at or above proficiency, with 72.6% at or above goal. In math 94.3% were at or above proficiency and 76.3% at or above goal. In writing 97.4% were at or above proficiency, 88.0% at or above goal. In science, 96.6% of students were at or above proficiency and 75.2% at or above goal. The district is concentrating its efforts on identifying and supporting students who fall below proficiency on the CMT and CAPT. The SRBI initiative is working to provide teacher support, as well as teacher interventionists and tutors in the areas of reading and mathematics. Interns from the University of Hartford are providing support in writing at Thompson Brook School. Technology software programs also individualize instruction to those students needing additional support. Our English Language Learner Program (ELL) strives to achieve literacy quickly for students arriving without English as a primary language. The ELL teachers provide classroom support to teachers as well as support to individual students. Professional development activities have focused on ways to support classroom teachers with ELL students. Our language arts program is the first department to begin revising curriculum using a modified Understanding by Design format using the new Common Core Learning protocol. The district is considering a new Writing Curriculum to improve overall writing throughout the district beginning in 2012. The Curriculum Council has received a new five-year plan for an ambitious project to revise all curriculum documents in the district and to train teachers using the new materials. Our librarians are also revising research projects grades 3-12 to incorporate technology, research skills, and citation methods into science, language arts and social studies projects for all students.
