

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

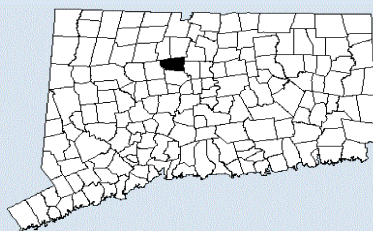


## Avon School District

860-404-4700 • <http://www.avon.k12.ct.us/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	3,221
Per Pupil Expenditures <sup>1</sup>	\$16,715
Total Expenditures <sup>1</sup>	\$56,345,246

<sup>1</sup>Expenditure data reflect the 2016-17 year.

### Community Information

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

### Contents

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

### Notes

Unless otherwise noted, all data are for 2017-18 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](http://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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,601	49.7	48.4
Male	1,620	50.3	51.6
American Indian or Alaska Native	10	0.3	0.3
Asian	550	17.1	5.1
Black or African American	174	5.4	12.8
Hispanic or Latino	202	6.3	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	128	4.0	3.3
White	2,157	67.0	53.6
English Learners	83	2.6	7.2
Eligible for Free or Reduced-Price Meals	195	6.1	36.7
Students with Disabilities <sup>1</sup>	324	10.1	14.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	54	3.4	22	1.4
Male	60	3.8	78	4.8
Black or African American	12	8.1	18	11.4
Hispanic or Latino	*	*	9	4.3
White	62	2.9	60	2.8
English Learners	8	7.8	*	*
Eligible for Free or Reduced-Price Meals	28	9.5	25	7.8
Students with Disabilities	23	7.2	22	5.9
District	114	3.6	100	3.1
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 124

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>The 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 2017-18

## Avon School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	205.1
Paraprofessional Instructional Assistants	25.8
<b>Special Education</b>	
Teachers and Instructors	32.0
Paraprofessional Instructional Assistants	56.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	10.6
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	11.0
Counselors, Social Workers and School Psychologists	16.0
School Nurses	6.2
Other Staff Providing Non-Instructional Services/Support	117.0

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.1
Black or African American	3	1.0	3.7
Hispanic or Latino	3	1.0	3.7
Pacific Islander	1	0.4	0.0
Two or More Races	0	0.0	0.1
White	281	97.2	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	6	*
Hispanic or Latino	9	*	6	*
White	120	68.6	152	74.5
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	10	50.0	15	55.6
Students with Disabilities	6	26.1	9	33.3
District	152	67.3	207	72.9
State		69.3		80.1

<sup>2</sup>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<sup>3</sup>

	Count	Rate (%)
Autism	20	44.4
Emotional Disturbance	8	*
Intellectual Disability	*	*
Learning Disability	73	69.5
Other Health Impairment	54	72.0
Other Disabilities	*	*
Speech/Language Impairment	32	80.0
District	192	63.8
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Avon School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	47	1.5	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	105	3.2	5.2
Other Health Impairment	76	2.4	3.1
Other Disabilities	18	0.6	1.1
Speech/Language Impairment	46	1.4	1.8
All Disabilities	314	9.7	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	4.1	8.3
Private Schools or Other Settings	14	4.5	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	33,388,240	10,195	9,847
Instructional Supplies and Equipment	788,181	241	287
Improvement of Instruction and Educational Media Services	845,665	258	589
Student Support Services	3,815,103	1,165	1,120
Administration and Support Services	5,466,716	1,669	1,905
Plant Operation and Maintenance	4,794,818	1,464	1,648
Transportation	2,863,595	820	904
Costs of Students Tuitioned Out	3,346,826	N/A	N/A
Other	1,036,102	316	208
Total	56,345,246	16,715	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	2,663,538	813	1,393
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,623,977	32.9	33.8
Noncertified Personnel	1,773,274	16.1	14.5
Purchased Services	214,381	1.9	5.5
Tuition to Other Schools	3,054,368	27.7	23.4
Special Ed. Transportation	797,103	7.2	8.7
Other Expenditures	1,549,714	14.1	14.1
Total Expenditures	11,012,817	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	92.1	91.7
State	5.5	5.8
Federal	1.5	1.6
Tuition & Other	0.9	0.9

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	305	87.8	305	90.0
Black or African American	80	66.2	80	57.8
Hispanic or Latino	116	74.0	116	66.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	64	85.2	64	81.4
White	1152	80.9	1152	76.7
English Learners	97	73.9	97	72.8
Non-English Learners	1624	81.6	1624	77.9
Eligible for Free or Reduced-Price Meals	137	65.8	137	58.0
Not Eligible for Free or Reduced-Price Meals	1584	82.5	1584	79.3
Students with Disabilities	156	54.7	156	47.9
Students without Disabilities	1565	83.8	1565	80.6
High Needs	334	65.0	334	59.7
Non-High Needs	1387	85.1	1387	81.9
District	1721	81.2	1721	77.6

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Grade 4			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	76.2	69.8	58.7	69.1	947	68.0
Curl Up	85.3	87.6	91.1	80.9	947	86.5
Push Up	68.8	76.0	77.9	86.4	947	77.2
Mile Run/PACER	87.0	76.0	80.1	77.3	947	80.1
All Tests - District	51.9	45.8	42.8	58.2	947	49.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Avon School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	12	*
Hispanic or Latino	16	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	32	87.5
District	248	97.2
State		87.9

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.2	218	82.9
Male	99.2	202	81.8
Black or African American	*	*	*
Hispanic or Latino	100.0	14	51.9
White	98.9	326	86.0
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	100.0	24	51.1
Students with Disabilities	96.0	16	32.0
District	99.2	420	82.4
State	96.3		44.8

<sup>3</sup>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

<sup>4</sup>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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	93.1	96.1
Male	81.6	95.5
Black or African American	*	*
Hispanic or Latino	*	*
White	88.5	96.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	77.4	91.3
District	87.7	95.8
State	70.9	88.3

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2017-18

## 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	81.2	75	50.0	50	100.0	67.6
	High Needs Students	65.0	75	43.4	50	86.7	57.5
Math Performance Index	All Students	77.6	75	50.0	50	100.0	62.7
	High Needs Students	59.7	75	39.8	50	79.5	52.0
ELA Academic Growth	All Students	70.6%	100%	70.6	100	70.6	60.7%
	High Needs Students	57.4%	100%	57.4	100	57.4	55.6%
Math Academic Growth	All Students	77.6%	100%	77.6	100	77.6	61.9%
	High Needs Students	60.9%	100%	60.9	100	60.9	55.4%
Chronic Absenteeism	All Students	3.6%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	7.9%	<=5%	44.1	50	88.2	16.6%
Preparation for CCR	% Taking Courses	70.4%	75%	46.9	50	93.9	74.8%
	% Passing Exams	82.4%	75%	50.0	50	100.0	44.8%
On-track to High School Graduation		98.2%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		97.2%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		95.8%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		87.7%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.3%   49.3%	75%	32.9	50	65.8	96.6%   50.1%
Arts Access		56.3%	60%	47.0	50	93.9	51.2%
<b>Accountability Index</b>				<b>1070.5</b>	<b>1250</b>	<b>85.6</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	65.0	10.0	15.9	
Math Performance Index Gap	75.0	59.7	15.3	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	95.8%	-1.8%	12.7%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.4
	High Needs Students	98.6
Math	All Students	99.4
	High Needs Students	98.6
Science	All Students	99.7
	High Needs Students	100.0

<sup>3</sup>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: 56.5**

**State: 51.5**

#### 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 2017-18

## Avon School District

### Narratives

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#### **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 staff that 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 Board of Education recently formed a new committee, The Curriculum and Professional Practices Committee, to include Board members and parents in the discussions and planning of curriculum development and school climate/culture.

Communications 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 continues the enrollment of non-resident, minority students which has increased by over 250% in the past years. To support both non-resident and resident students, the district maintains school climate/safety committees at all schools to ensure that the needs of all students are met. These same groups plan and implement specific activities to reduce isolation of students and families.

To support this important work, the district utilizes CREC resources such as the CREC Family Resource Center and CREC professional development.

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 school assemblies for such topics as the holocaust and other programs specifically designed to assist schools improve their culture and climate.

# District Profile and Performance Report for School Year 2017-18

## 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 request 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 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.