

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



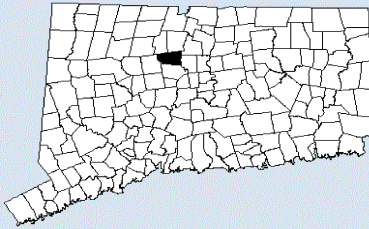
Avon School District

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 | 3,332 |
| Per Pupil Expenditures ¹ | \$14,756 |
| Total Expenditures ¹ | \$51,350,418 |

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

| | District | | State |
|--|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 1,660 | 49.8 | 48.3 |
| Male | 1,672 | 50.2 | 51.6 |
| American Indian or Alaska Native | * | * | 0.2 |
| Asian | 430 | 12.9 | 4.7 |
| Black or African American | 150 | 4.5 | 12.9 |
| Hispanic or Latino | 204 | 6.1 | 22.1 |
| Pacific Islander | * | * | 0.0 |
| Two or More Races | 119 | 3.6 | 2.5 |
| White | 2,419 | 72.6 | 57.2 |
| English Language Learners | 77 | 2.3 | 6.3 |
| Eligible for Free or Reduced-Price Meals | 193 | 5.8 | 37.6 |
| Students with Disabilities ¹ | 323 | 9.7 | 13.3 |

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 | 56 | 3.4 | 18 | 1.0 |
| Male | 44 | 2.6 | 40 | 2.3 |
| Black or African American | 14 | 10.2 | 20 | 13.5 |
| Hispanic or Latino | 12 | 6.0 | 7 | 3.4 |
| White | 61 | 2.5 | 26 | 1.0 |
| English Language Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 16 | 9.5 | 19 | 8.4 |
| Students with Disabilities | 22 | 7.4 | 13 | 3.7 |
| District | 100 | 3.0 | 58 | 1.7 |
| State | | 10.6 | | 7.2 |

Number of students in 2013-14 qualified as truant under state statute: 27

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 210.3 |
| Paraprofessional Instructional Assistants | 24.7 |
| Special Education | |
| Teachers and Instructors | 31.6 |
| Paraprofessional Instructional Assistants | 70.4 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 5.1 |
| School Level | 12.0 |
| Library/Media | |
| Specialists (Certified) | 5.0 |
| Support Staff | 1.0 |
| Instructional Specialists Who Support Teachers | 9.1 |
| Counselors, Social Workers and School Psychologists | 17.9 |
| School Nurses | 6.7 |
| Other Staff Providing Non-Instructional Services/Support | 116.7 |

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 | 2 | 0.7 | 3.5 |
| Hispanic or Latino | 3 | 1.0 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.0 |
| White | 287 | 97.3 | 91.8 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 99.3 |
| District Poverty Quartile: Low | |
| State High Poverty Quartile Schools | 97.9 |
| State Low Poverty Quartile Schools | 99.6 |

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 6.9 | 9.2 |

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 | * | * | * | * |
| Hispanic or Latino | * | * | * | * |
| White | 61 | 33.3 | 107 | 56.3 |
| English Language Learners | 0 | 0.0 | 0 | 0.0 |
| Eligible for Free or Reduced-Price Meals | * | * | * | * |
| Students with Disabilities | 6 | 24.0 | 13 | 44.8 |
| District | 81 | 32.9 | 143 | 57.2 |
| State | | 58.4 | | 73.8 |

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 | 32 | 61.5 |
| Emotional Disturbance | 6 | * |
| Intellectual Disability | * | * |
| Learning Disability | 64 | 75.3 |
| Other Health Impairment | 42 | 66.7 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 43 | 86.0 |
| District | 192 | 65.1 |
| State | | 69.7 |

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 53 | 1.6 | 1.5 |
| Emotional Disturbance | 17 | 0.5 | 1.0 |
| Intellectual Disability | 9 | 0.3 | 0.5 |
| Learning Disability | 85 | 2.5 | 4.4 |
| Other Health Impairment | 63 | 1.9 | 2.6 |
| Other Disabilities | 30 | 0.9 | 1.0 |
| Speech/Language Impairment | 56 | 1.7 | 1.9 |
| All Disabilities | 313 | 9.4 | 13.0 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 11 | 3.5 | 8.1 |
| Private Schools or Other Settings | 10 | 3.2 | 5.4 |

²Grades K-12

Overall Expenditures:³ 2013-14

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 30,147,184 | 8,946 | 9,134 |
| Instructional Supplies and Equipment | 812,467 | 241 | 334 |
| Improvement of Instruction and Educational Media Services | 874,568 | 260 | 498 |
| Student Support Services | 3,608,843 | 1,071 | 1,001 |
| Administration and Support Services | 5,417,351 | 1,608 | 1,694 |
| Plant Operation and Maintenance | 4,708,992 | 1,397 | 1,572 |
| Transportation | 2,618,100 | 728 | 813 |
| Costs of Students Tuitioned Out | 2,348,859 | N/A | N/A |
| Other | 814,054 | 242 | 186 |
| Total | 51,350,418 | 14,756 | 15,289 |

Additional Expenditures

| | | | |
|-----------------------------------|-----------|-----|-------|
| Land, Buildings, and Debt Service | 3,211,367 | 953 | 1,272 |
|-----------------------------------|-----------|-----|-------|

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 3,094,295 | 34.2 | 35.1 |
| Noncertified Personnel | 1,569,702 | 17.3 | 14.2 |
| Purchased Services | 255,585 | 2.8 | 5.2 |
| Tuition to Other Schools | 2,095,504 | 23.1 | 22.0 |
| Special Ed. Transportation | 869,375 | 9.6 | 8.6 |
| Other Expenditures | 1,168,203 | 12.9 | 14.9 |
| Total Expenditures | 9,052,664 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2013-14

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 91.4 | 90.9 |
| State | 6.2 | 6.6 |
| Federal | 1.3 | 1.4 |
| Tuition & Other | 1.1 | 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 2014-15

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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., 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 | 226 | 87.9 | 226 | 87.4 | 88 | 69.8 |
| Black or African American | 72 | 65.6 | 72 | 56.4 | 29 | 49.8 |
| Hispanic or Latino | 102 | 75.4 | 102 | 66.8 | 40 | 67.9 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * | * |
| Two or More Races | 63 | 84.5 | 63 | 80.0 | 26 | 68.7 |
| White | 1333 | 81.5 | 1331 | 75.5 | 616 | 68.8 |
| English Language Learners | 44 | 67.2 | 44 | 64.2 | 12 | * |
| Non-English Language Learners | 1755 | 81.7 | 1753 | 76.2 | 789 | 68.5 |
| Eligible for Free or Reduced-Price Meals | 86 | 64.3 | 86 | 56.2 | 34 | 56.2 |
| Not Eligible for Free or Reduced-Price Meals | 1713 | 82.2 | 1711 | 76.9 | 767 | 68.7 |
| Students with Disabilities | 204 | 59.4 | 204 | 52.6 | 95 | 52.1 |
| Students without Disabilities | 1595 | 84.2 | 1593 | 78.9 | 706 | 70.3 |
| High Needs | 293 | 62.5 | 293 | 56.0 | 132 | 52.2 |
| Non-High Needs | 1506 | 85.1 | 1504 | 79.8 | 669 | 71.3 |
| District | 1799 | 81.4 | 1797 | 75.9 | 801 | 68.1 |

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 | | | |
| 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 | 73.9 | 84.9 | 71.8 | 69.0 | 996 | 74.6 |
| Curl Up | 91.5 | 93.8 | 85.9 | 88.0 | 996 | 89.8 |
| Push Up | 83.8 | 90.2 | 86.3 | 81.4 | 996 | 85.2 |
| Mile Run/PACER | 88.6 | 93.3 | 87.1 | 76.0 | 996 | 86.0 |
| All Tests - District | 56.6 | 76.9 | 59.8 | 46.5 | 996 | 59.3 |
| All Tests - State | 50.8 | 51.0 | 50.3 | 51.9 | | 51.0 |

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.

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Cohort Graduation: Four-Year¹

| | 2013-14 | | | | 2014-15 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
| | Cohort Count ² | Rate (%) | Target ³ (%) | Target Achieved | Target ³ (%) |
| Black or African American | * | * | . | | . |
| Hispanic or Latino | * | * | . | | . |
| English Language Learners | N/A | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 21 | 100.0 | . | | . |
| Students with Disabilities | 28 | 82.1 | 86.5 | No | 87.3 |
| District | 272 | 97.4 | 94.0 | Yes | 94.0 |
| State ⁴ | | 87.0 | | | |

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

⁴Targets are not displayed at the state level.

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

| | Participation ⁶ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 91.7 | 182 | 71.9 |
| Male | 82.3 | 166 | 68.3 |
| Black or African American | * | * | * |
| Hispanic or Latino | 83.9 | 16 | 51.6 |
| White | 87.4 | 265 | 71.0 |
| English Language Learners | * | * | * |
| Eligible for Free or Reduced-Price Meals | 60.0 | 6 | 30.0 |
| Students with Disabilities | * | * | * |
| District | 87.1 | 348 | 70.2 |
| State | 67.2 | | 37.3 |

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014 | Class of 2013 |
|--|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | 92.7 | 96.1 |
| Male | 82.8 | 92.6 |
| Black or African American | * | * |
| Hispanic or Latino | * | * |
| White | 89.1 | 95.7 |
| English Language Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 76.9 | * |
| Students with Disabilities | 77.1 | 86.2 |
| District | 88.2 | 94.2 |
| State | 72.6 | 88.8 |

⁷College 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.

⁸College 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

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Next Generation Accountability Results

These statistics are the first 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 | 81.4 | 75 | 100.0 | 100 | 100.0 | 67.9 |
| | High Needs Students | 62.5 | 75 | 83.3 | 100 | 83.3 | 56.7 |
| Math Performance Index | All Students | 75.9 | 75 | 100.0 | 100 | 100.0 | 59.3 |
| | High Needs Students | 56.0 | 75 | 74.7 | 100 | 74.7 | 47.8 |
| Science Performance Index | All Students | 68.1 | 75 | 90.8 | 100 | 90.8 | 56.5 |
| | High Needs Students | 52.2 | 75 | 69.5 | 100 | 69.5 | 45.9 |
| Chronic Absenteeism | All Students | 3.0% | <=5% | 50.0 | 50 | 100.0 | 10.6% |
| | High Needs Students | 7.2% | <=5% | 45.7 | 50 | 91.3 | 17.3% |
| Preparation for CCR | % Taking Courses | 44.8% | 75% | 29.8 | 50 | 59.7 | 66.1% |
| | % Passing Exams | 70.2% | 75% | 46.8 | 50 | 93.5 | 37.3% |
| On-track to High School Graduation | | 98.2% | 94% | 50.0 | 50 | 100.0 | 85.6% |
| 4-year Graduation All Students (2014 Cohort) | | 97.4% | 94% | 100.0 | 100 | 100.0 | 87.0% |
| 6-year Graduation - High Needs Students (2012 Cohort) | | 93.2% | 94% | 99.1 | 100 | 99.1 | 77.6% |
| Postsecondary Entrance (Class of 2014) | | 88.2% | 75% | 100.0 | 100 | 100.0 | 72.8% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 91.8% 59.3% | 75% | 39.6 | 50 | 79.1 | 87.6% 51.0% |
| Arts Access | | 64.7% | 60% | 50.0 | 50 | 100.0 | 45.7% |
| Accountability Index | | | | 1129.3 | 1250 | 90.3 | |

| 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 | 62.5 | 12.5 | 17.3 | |
| Math Performance Index Gap | 75.0 | 56.0 | 19.0 | 19.6 | |
| Science Performance Index Gap | 71.3 | 52.2 | 19.1 | 17.2 | |
| Graduation Rate Gap | 94.0% | 93.2% | 0.8% | 15.2% | N |

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

| Subject/Subgroup | | Participation Rate (%) |
|------------------|---------------------|------------------------|
| ELA | All Students | 99.1 |
| | High Needs Students | 98.3 |
| Math | All Students | 99.0 |
| | High Needs Students | 98.7 |
| Science | All Students | 99.9 |
| | High Needs Students | 100.0 |

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: 65.6 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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.

Communication is an important component of Avon's Strategic Plan, a guiding instrument in which parents and other community members were involved in creating. Regular communication with students, parents, school personnel and the community is maintained through frequent communications from the superintendent, school administrators, school and classroom newsletters, and information readily available on the district website. 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.

Each building is supported by a Parent Teacher Organization that works to support the schools and students through volunteerism, enrichment experiences, after school programming that develop student interests, recreational activities and fundraising. Representatives from each school meet monthly with district leadership to maintain communication and plan collaboratively. Parent and community member play a key role in enrichment programs, such as Junior Achievement, art appreciation, concerts and multi-cultural events.

The Department of Pupil Services currently supports approximately 350 students 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, Avon 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 staff is to assist families and educators in reaching our district goal of supporting all students in achieving academic success.

Avon is in the process of evaluating the current systems of support and intervention as well as our multi-discipline team approach to identifying disabilities, prescribing interventions, developing defined and specialized programs, and implementing team recommendations. The goal is to ensure that all students are afforded the opportunity and access to research-based instruction and practices, specific to the identified area of need, in the "least restrictive environment" guided by the philosophy of inclusion and co-teaching as an instructional practice.

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 and 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 sponsored and supported financially by each school's parent teacher organization are presented.

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.

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

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Equitable Allocation of Resources among District Schools

Avon follows a standardized budgeting process in which each school or department administrator submits funding requests. Administrators write a comprehensive narrative describing the requests and how they relate to the District Strategic Plan including detail by line item. After which, a team of three administrators 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. Also, if new programmatic changes are proposed, the team will agree on implementation and the adjustment will be made to include these changes in all applicable buildings. During the fiscal year, all purchase requisitions are reviewed by various administrators. This standardized approval process further supports quality control principles for districtwide 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.