

Avon School District

Superintendent of Schools:

Tom Culver

Business Manager:

Sara Hento

PK-12 Principal:

Kathryn Blaha

Technology Coordinator:

Brad Poppe

School Board:

Jeff Tolsma, President

Lori Cihak, Vice President

Lenny Gramkow

Joe Sees

Amber Seitzinger

Improvement Plan 2018-2021

Mission & Vision

The mission of the Avon School District 4-1 is to ensure that all students successfully reach their potential. The vision of the district is that the Avon School District should guide the individual in the development of a personality capable of adjustment to the changing world. Through this development, the individual should acquire certain basic skills, applications, and fundamental truths, which will serve as a foundation for future and present needs in solving his/her everyday problems. Students should be provided the opportunity to become independent learners and to quality where their learning styles are appreciated and their diversity is valued. Students will be encouraged develop problem-solving skills.

Vision Statements

- To provide a clean, well-kept and functional facility that supports the needs of the curriculum and is available for appropriate community use. The Avon School District will encourage and foster a safe, caring atmosphere which values mutual respect between students and staff.
- To provide a challenging and relevant curriculum, with high expectations, to prepare students to succeed in a global society. Students will be unlimited by their selected post-high plan, including military, workforce, and technical or university options. The district will cultivate an environment where technology is part of the academic culture and empowering students to meet state academic standards in all content areas using traditional and innovative technologies. The district will continue community partnerships for work-based students learning opportunities.
- To develop independent life-long thinkers and learners who can communicate effectively, work collaboratively, and resolve problems efficiently. Students have the right to an education of the highest to appreciate and value education as well as recognize their responsibility for learning. Learning is a shared responsibility of the student, family, and school district.
- To ensure students are provided with highly qualified teachers. The district will provide appropriate professional development through administrative policy and available educational agencies. The district will provide opportunities for staff to communicate and collaborate for the benefit of the students and instruction.

Avon School District Improvement Plan

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2 – District Profile

Avon Elementary, Junior High, and High School 201 Pine St. PO Box 407 Avon, SD 57315	Superintendent: Tom Culver PK-12 Principal: Kathryn Blaha Home County: Bon Homme Area in Square Miles: 180
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Leadership Team Members

Tom Culver, Superintendent

Kathryn Blaha, Principal

Stacy Paulson, SPED Coordinator

Tina Cameron, Title I Teacher

Ron Swier, School Counselor

Subject area representatives

Our District

The Avon School District is located in southeastern South Dakota in western Bon Homme and eastern Charles Mix counties. The district contains 180 square miles, with an assessed valuation of approximately \$218 million. Two larger districts border the Avon district - Bon Homme school district to the east and the Wagner school district to the west. The town of Avon is the only community located within the borders of the district. The Avon School District has approximately 798 registered voters. Avon is located on Highway 50 and is 37 miles from Yankton and 55 miles from Mitchell.

The Avon district has three attendance sites: Avon Elementary Pre-K through 6th grade, which includes all day, every day Kindergarten, Avon Junior High 7-8, and Avon High School 9-12. All three attendance sites are housed in one building within the city limits of Avon. Forty-two percent of students enrolled in the Avon School District are classified as economically disadvantaged based on free/reduced lunch eligibility. The district does not run bus routes to transport students to and from school, but instead pays mileage to parents for transportation. The district does have two buses, which are used exclusively for transporting students to activities.

The enrollment of the Avon School District is currently 230 in grades Pre-K through 12th grade. Included in that number are 35 open enrollment students K-12; 12 of these are enrolled in grades K-6 and 23 are enrolled in grades 7-12. The influx of the open enrollment students has allowed the district to maintain the various programs of the school in a time when many districts have been forced to make budget cuts or opt out of the tax freeze.

Class size in the Avon district is relatively small, which allows for more one-on-one contact between students and teachers. With 21 certified teachers, the current district-wide student to teacher ratio is 11:1, while the current student-teacher ratio is 10.5:1 in grades K-6 and 11:1 in grades 7-12. The district employs six paraprofessionals to insure that each student is getting the individualized attention they deserve to receive a quality education.

The Avon District is part of the South Central Educational Cooperative located in Tyndall, SD. The South Central Coop provides speech/language, occupational therapy, physical therapy, and early childhood special education services for the member schools. The Educational Service Agency: Region 3 includes 28 member schools of which Avon is a participating district.

Technology is a major drawing card for the district and one reason for the success of the district. The district currently has 71 desktop computers and 177 laptop computers located between two computer labs and the classrooms in the building. Each has internet access and allows the students to print through the network printer. The district has one distance learning classroom that our students and community members can take high school and college classes through. The district is also involved in Mass Customized Learning with the use of Blackboard Learn and other technology that allows our students to take classes specific to their interests while allowing flexibility in their schedule. In addition, the district also has 10 interactive white boards and 5 interactive televisions in classrooms. The use of technology has been stressed in the district to better prepare students for the future educational experiences and the job market.

The main occupation of the patrons of the Avon district is agriculture. Avon is a rural farming community with many of the local businesses in town supporting the agriculture industry of the area. The remainder of the citizens within the district work in these agriculture-related businesses, or commute to jobs in other communities.

The community strongly supports the district. Over the past few years, the people of the district have either volunteered or donated money for various projects including the following in recent years:

- Addition of a new gym and music room (1994)
- New wood floor in the main gymnasium (1996)
- New playground equipment provided by the Community-Teacher Association (1999)
- Rubberizing of the track (2001)
- Addition of the press box on the football and track grand stand (2002)
- Memorial grill and eating area at the track/football field (2004)
- New Industrial Tech and Shop building (2007)
- New Football/Track Concessions Stand and bathrooms (2010)
- Remodeled main gym lobby and bathrooms (2012)
- New Lights for the track/football field (2012)
- Remodeled first floor bathrooms and hallway (2013)
- Remodeled third floor bathrooms (2014)
- Security updates (2016)
- Re-surfacing of the track (2014)
- Updated second and third floor hallways (2015)
- New lights in the gym (2015)
- Addition of a second Science lab (2015)
- Updated Auxiliary Gym floor (2017)
- Replaced light poles at football field (2018)
- Replaced ramp, hallway and music room flooring (2018)
- Remodeled Teacher/Staff Lounge (2018)

These projects demonstrate the wide range of community support and pride in our school district exhibited by the people in our community.

3 – Demographic Data

Student Profile

	2014-2015	2015-2016	2016-2017	2017-2018
Student to Staff Ratio	11.6	11.19	11.64	10.64
Number of Graduates	24	17	24	19
Graduation Percentage	100	100	96	100
% of Students Eligible for Free/Reduced Lunch	37	33	41	40
% of Students with Special Needs	13	15	16	17

Staff Profile

	2014-2015	2015-2016	2016-2017	2017-2018
Certified Instructional Staff (# FTE)	22	21.35	22	21.98
Average Years of Experience	19	19	17	20
% with Advanced Degrees	32	28	27	27
Teachers with Emergency or Provisional Credentials	0	2	2	2
Classes Not Taught by Highly Qualified Teachers	0	2	7	2
Average Teacher Salary	\$35,869	\$37,807	\$43,808	\$43,922

District Enrollment

	2014-2015	2015-2016	2016-2017	2017-2018
Enrollment K-12	255	239	256	234
Average Daily Membership K-8	169.16	165.80	173.79	167.29
Average Daily Membership 9-12	88.72	78.40	84.13	68.46
Open Enrolled Students	50	44	45	35
District Drop-Out Rates	0	0	1	0
District Attendance Rates	97%	96.74%	96.70%	97.22%

4 – Needs Assessment, PD, and HQ Staff

Data Retreat Process

The Avon School District data team of administration, school counselor, special education coordinator, and Title 1 coordinator meet each fall for one day to review student achievement on Smarter Balanced Assessment. This team breaks down the Smarter Balanced test data for the upcoming professional development days for the staff. After examining the Smarter Balanced data goals and strategies for the district are developed that are centered around the implementation of the Common Core standards and testing methods. Strengths and weaknesses are also identified.

Professional Development

The Avon School District provides a day on in-service devoted to the dissemination and dissection of the Smarter Balanced test data as it will help ensure success of all students and will increase teacher effectiveness and student learning. The school district encourages and supports current teachers to further their education through continued classes, on-going trainings, and advanced degrees. The district re-implemented its phase money program which allows teachers access to monetary support for further education.

Planning Calendar

The Avon School Leadership Team developed the following plan to deliver professional development. Professional development was led by district administration and outside entities. All teachers are required to attend the local professional development activities while other outside activities for professional training are highly encouraged.

August 13, 2018	Teacher In-service: Welcome Back, Handbook, ALICE training
August 14, 2018	Teacher In-service: SPED training – Autism; Grade level staff meetings
September 21, 2018	Teacher In-service: Collaboration
September 28, 2018	Teacher In-service: Lock Down Drill Procedures
October 2018	District Leadership Meeting: Data Retreat
October 26, 2018	Teacher In-service: Data Rollout
November 30, 2018	Teacher In-service: Curriculum Mapping
January 25, 2019	Teacher In-service: Curriculum Mapping/Collaboration
February 8, 2019	Teacher In-service: CPR/AED training
March 29, 2019	Teacher In-service: Curriculum Mapping/Collaboration
April 26, 2019	Teacher In-service: Curriculum Mapping
May 16, 2019 (end year)	Teacher In-service: General First Aid

This plan is designed to be on-going and will be reviewed annually or more frequently if needed.

Highly Qualified Teachers

The Avon School District attracts highly qualified professionals through a variety of recruiting methods and job notifications. We advertise job openings within the school, local and regional newspapers, and through the Associated School Board website, as well as contacting higher education institutions. If necessary, we will attend teacher job fairs to recruit highly qualified teachers. All applicants must submit an application,

references, and transcripts. All teachers and paraprofessionals must also complete a background check before working with children. Currently 91% of our teachers are highly qualified during the current school year. By the end of the 2018-19 school year, all will be highly qualified. All special education and Title I paraprofessionals meet the highly qualified paraprofessional requirements of ESSA.

5 – Special Education Profile

Disability Prevalence

	2014-2015	2015-2016	2016-2017	2017-2018
Autism	5	6	6	5
Speech/Language Disorder	4	5	6	6
Cognitive Disability	2	3	5	4
Specific Learning Disability	6	5	7	10
Multiple Disabilities	0	0	0	1
Orthopedic Impairments				
Emotionally Disturbed	1	1	2	3
Other Health Impaired	11	11	11	8
Developmental Delay	2	5	4	3
Visually Impaired				
Hearing Impaired	1	1	1	1
Deaf				
Deaf-Blind				
Traumatic Brain Injury				
<i>Total Child Count</i>	32	37	42	41

Special Education Placement Categories

	2014-2105	2015-2106	2016-2017	2017-2018
General Classroom	21	23	30	27
Resource Room	3	1	3	4
Early Childhood Special Ed Setting		2		
Early Childhood Setting	7	8	6	5
Self-Contained Classroom		1	1	1
24-Hour Program				
PR Early Child/PT Early Child SE				
Home				
Residential Facility	1	2	2	4
Separate Day School				
Day Program				
Home/Hospital Program				
<i>Total</i>	32	37	42	41

6 – Transition Plan

Some features that influence our students' transitions through their education include:

- All students are located in the same building, so they are familiar with their surroundings.
- Elementary students have many of the same high school staff for their specials.
- High school and junior high students have many of the same high school staff as coaches and teachers. Therefore, they already know the staff.
- For new students and parents to the district, tours are provided to become familiar with the building. A student from the class they are enrolled in will act as a guide.
- All enrolled students have Parent Portal access to assist their family in keeping track of class performance, attendance, and grades.

Transition to Kindergarten

- A preschool program is run 4 days a week.
- An annual preschool screening is held.
- During the spring Kindergarten Round Up, the Kindergarten teacher addresses skills and expectations for the students.
- During Kindergarten Round Up, incoming students are invited to eat lunch in the cafeteria.
- The Kindergarten Handbook that is provided to parents identifies a checklist and suggestions for preparing for Kindergarten, as well as other information.
- An Open House is held prior to the start of school each year for parents and students to become familiar with the classroom teachers and classrooms.

Transition to Junior High

- 5th and 6th grade students move between two educational classrooms and have lockers.
- In the spring of the 6th grade year, the principal and/or counselor meets with the 6th grade students.
- In the spring, 6th grade students partner with 7th graders and shadow them to become familiar with the schedule, classroom locations, and lockers.
- In the fall of each year, there is an orientation meeting for incoming 7th graders. They meet their teachers and have the chance to walk through their schedule and explore the building.

Transition to High School

- Eighth graders meet with the principal and/or counselor to schedule classes in the spring of each year
- Eighth graders meet with the principal and/or counselor to review the graduation requirements.
- Class registration sessions are conducted by the principal and/or counselor to advise/educate students on the course offerings.
- In the Fall of each year, there is an orientation meeting for incoming freshmen and their parents.

Transition to Post-Secondary or Workforce

High school students are involved with:

- 8th grade attends Career Fair in Wagner
- Juniors and Seniors attend Post High Planning Days Career Expo in Mitchell
- Job shadowing (9-12 grades)
- SDMyLife.com
- ACT Prep Classes
- College Visit Days (9-12 grades)
- College/University, Technical, and Military Representative onsite visitations
- Individual career and post-high counseling and scholarships
- 60-hour Capstone Experience – Youth Internship
- FAIN meeting for seniors and parents

7 – Monitoring, Fiscal Responsibility, Parental Involvement, and On-going Development

Monitoring/Evaluation

SD-Stars and DOE Report Card are utilized by the leadership team to analyze student achievement. In addition, teachers are encouraged to utilize the Smarter Balanced portal to access test results. Annually, teachers and administrators breakdown and analyze the Smarter Balanced test results. Data extracted from SD-Stars and the Online Reporting System found with South Dakota Smarter Balanced Assessment Portal. During the analysis teachers are looking for consistencies, strengths or weaknesses, for the individual strands and standards. Teachers then focus on the targets/standards where weaknesses were observed. Teachers also look at individual students reports and note any concerns at the student level. Teachers also have early dismissals on the last Friday of each month for professional development and opportunities to collaborate.

AimsWeb is used for grades K-8 as needed by the teachers to monitor progress in reading throughout the year. Chapter and unit test performance are also taken into consideration when forming/adjusting intervention groups. K-6 students are involved in interventions, with the groups being determined by performance and adjusted periodically. Moby Max is used at the junior high level for interventions. We also utilize the National Career Readiness Assessment and SBAC Interim tests as applicable and appropriate. Struggling students are encouraged to attend student enrichment days from 12:00-3:00.

Student progress and results are shared with parents in a variety of ways. Parents in the Avon District may access the school's website to view the district's School Improvement Plan. Parents can also access their child's academic progress through the Parent Portal with Infinite Campus, an on-line student information program. Parents also receive midterm and quarterly reports for their student's grades. Parent/Student/Teacher Conferences are held in the fall and winter of the year.

Fiscal Responsibility

Teachers have been provided quality professional development, in-service time has been, and will be provided for teachers to work on curriculum, assessment, and instructional strategies to improve student achievement. Substitute costs will be covered through district, state or Title funds. Any school curriculum materials or supplemental materials will be identified and purchased as needed or as budgeting and funding allows. Additionally, phase money is available for teachers to apply for to assist in paying for classes, training, and/or advanced degrees.

Parent Involvement & Education

The school's SPI score is published annually in the community newspaper and hard copies of the DOE Report Cards for the District and individual schools are provided in area businesses with the link on the school website. In addition, assessment data is discussed at a school board meeting. We also utilize a parent notification system (schoolmessenger) to increase parent contact and notify them of important announcements. Parents are notified of their student's grades every 4 1/2 weeks and at the end of each quarter. All staff emails are listed in the School Handbook which every family receives. Parent teacher conferences are held in the fall and winter. All parents have access to the online Parent Portal on Infinite Campus, the district's grading program. Educational programs for parents are sponsored through the Title I program, special education department, and the school.

On-Going Program Development

The plan is being developed and written within the time frame. It is written for a two-year time period and will be submitted to the school board for approval and implementation. The district leadership team will meet quarterly to assess programs toward the overall goal.

8 – Smarter Balanced Test Results – ELA/Reading

Avon School District is not held accountable for some sub-groups due to an insufficient number of students in those categories. Such groups are indicated with a *.

Percent of Students Proficient or Advanced (by grade level)

	2013-2014	2014-2015	2015-2016	2016-2017
3rd	NA	62.91	71.43	17.6
4th	NA	63.16	57.14	62.5
5th	NA	85.72	63.16	90.47
6th	NA	83.33	81.81	60.87
7th	NA	52.18	50	77.27
8th	NA	25	55	42.85
11th	NA	68.42	58.33	70

Percent of Students Proficient or Advanced (by grade level groups)

		2013-2014	2014-2015	2015-2016	2016-2017
Gr 3-6	All Students	NA	72.61	68.67	60
	Gap	NA	57.14	55.26	44.45
	Economical Disadvantaged	NA	59.38	60.6	54.06
	Students with Disabilities	NA	15.38	14.29	7.14
Gr 7-8	All Students	NA	41.03	53.13	63.89
	Gap	NA	38.89	40	46.67
	Economical Disadvantaged	NA	31.25	*	42.85
	Students with Disabilities	NA	*	*	*
Gr 11	All Students	NA	68.42	58.33	70
	Gap	NA	*	*	*
	Economical Disadvantaged	NA	*	*	*
	Students with Disabilities	NA	*	*	*

9 – Smarter Balanced ELA/Reading – Strengths and Challenges

Strengths

- 100% student testing participation
- Utilization of intervention groups and school-wide Title I (K-6)
- Both High school and Elementary schools were listed as Exemplary
- High school incentives for grades and attendance
-

Challenges

- Less gains at the elementary in ELA than math
- Time is an issue in providing quality professional development for staff
- Monitoring student performance levels in sub-groups to maintain adequate progress
- Continue to reach AMO's due to fluctuation in testing results in regard to sample size and class demographics
- Keeping curriculum and curriculum maps updated
- Encouraging older students to read
- Integrating ELA across the curriculum
- More buy-in from high school students with connection of testing results to college admissions
- Utilization of Moby Max and SBAC Interim tests (7-8)

10 – Smarter Balanced Results – Mathematics

Avon School District is not held accountable for some sub-groups due to an insufficient number of students in those categories. Such groups are indicated with a *.

Percent of Students Proficient or Advanced (by grade level)

	2013-2014	2014-2015	2015-2016	2016-2017
3rd	NA	61.91	66.67	29.41
4th	NA	31.58	85.71	62.5
5th	NA	76.19	48.63	80.93
6th	NA	91.67	77.28	52.17
7th	NA	39.13	66.66	72.73
8th	NA	31.25	70	50
11th	NA	84.21	33.34	50

Percent of Students Proficient or Advanced (by grade level groups)

		2013-2014	2014-2015	2015-2016	2016-2017
Gr 3-6	All Students	NA	63.02	67.47	57.64
	Gap	NA	51.43	55.26	44.45
	Economical Disadvantaged	NA	50.01	60.6	51.35
	Students with Disabilities	NA	15.38	7.14	14.29
Gr 7-8	All Students	NA	35.89	70	50
	Gap	NA	27.78	*	*
	Economical Disadvantaged	NA	18.75	*	*
	Students with Disabilities	NA	*	*	*
Gr 11	All Students	NA	84.21	33.34	50
	Gap	NA	*	*	*
	Economical Disadvantaged	NA	*	*	*
	Students with Disabilities	NA	*	*	*

11 – Smarter Balanced Mathematics – Strengths and Challenges

Strengths

- 100% student testing participation
- Utilization of intervention groups and school-wide Title I (K-6)
- Both High school and Elementary schools were listed as Exemplary
- High school incentives for grades and attendance
- Utilization of Moby Max and SBAC Interim tests (7-8)
- More gains at the elementary in Math than ELA
- More buy-in from high school students with connection of testing results to college admissions

Challenges

- Time is an issue in providing quality professional development for staff
- Monitoring student performance levels in sub-groups to maintain adequate progress
- Continue to reach AMO's due to fluctuation in testing results in regard to sample size and class demographics
- Keeping curriculum and curriculum maps updated

12 – District Goals

Goal: Improve ELA scores on Smarter Balanced testing.

- 65% of all students in grades 3-11 will attain proficient or advanced on the SBAC ELA test.

Strategies – Preschool will give students an early start on learning.

- Title I and SPED will provide extra help and instruction for qualifying students.
- Utilize technology in the classroom to enhance student learning.
- The district will provide professional development in the area of reading.
- Utilize intervention/small group instruction with focus on student ability level.
- Close communication between classroom, Title I and SPED teachers and staff.

Evaluation – Report cards (Reading and English grades), technology utilization, Smarter Balanced ELA test results, Detailed Data Retreat on broken down Smarter Balance testing results by claims and targets

Timeline – Fall Data Retreat and Rollout; continuous through 2018-2021 school years

Resources – Smarter Balanced test results, teacher input, staff meetings/in-services, AimsWeb, Moby Max, SBAC interim tests, available trainings for State DOE

Persons responsible – administration, leadership team, teachers

Goal: Improve Mathematics scores on Smarter Balanced testing.

- 60% of all students in grades 3-11 will attain proficient or advanced on the SBAC Mathematics test.

Strategies – Preschool will give students an early start on learning.

- Title I and SPED will provide extra help and instruction for qualifying students.
- Utilize technology in the classroom to enhance student learning.
- The district will provide professional development in the area of mathematics.
- Utilize intervention/small group instruction with focus on student ability level.
- Close communication between classroom, Title I and SPED teachers and staff.

Evaluation – Report cards (Mathematics grades), technology utilization, Smarter Balanced Math test results, Detailed Data Retreat on broken down Smarter Balance testing results by claims and targets

Timeline – Fall Data Retreat and Rollout; continuous through 2018-2021 school years

Resources – Smarter Balanced test results, teacher input, staff meetings/in-services, AimsWeb, Moby Max, SBAC interim tests, available trainings for State DOE

Persons responsible – administration, leadership team, teachers

Goal – Improve attendance at all grade levels.

- 95% of the student population across all grade levels to attend school 94% or more of the scheduled school days.

Strategies – distributing parent materials regarding the importance of school attendance; further develop incentive programs for students; utilize DDN Campus to track/monitor student attendance; utilize State Report Card regarding attendance for elementary and junior high

Evaluation – Fall Data Retreat and Rollout; continuous through 2018-2021 school years

Resources – Infinite Campus attendance, State Report Card

Persons responsible – administrative team and teachers

13 - School Performance Index – SPI

Building Level Summary (Elementary)

	2013-2014		2014-2015		2015-2016		2016-2017	
	SPI	Total	SPI	Total	SPI	Total	SPI	Total
Test Participation				100%		100%		100%
Attendance		96.84%	18.24	20	16.89	20	18.13	20
Academic Growth					29.08	40	27.65	40
Student Achievement			54.99	80	27.35	40	25.97	40
SPI Total Points			73.23	100	73.32	100	71.75	100

Building Level Summary (Junior High)

	2013-2014		2014-2015		2015-2016		2016-2017	
	SPI	Total	SPI	Total	SPI	Total	SPI	Total
Test Participation				100%		100%		100%
Attendance		96.23%	16	20	16.88	20	15.79	20
Academic Growth					20.69	40	22.29	40
Student Achievement			30.52	80	19.43	40	21.53	40
SPI Total Points			46.52	100	57	100	59.61	100

Building Level Summary (High School)

	2013-2014		2014-2015		2015-2016		2016-2017	
	SPI	Total	SPI	Total	SPI	Total	SPI	Total
Test Participation				100%		100%		100%
College & Career Readiness			16.67	25	20.07	30	27.64	30
High School Completion			25	25	30	30	29.4	30
Student Achievement			38.9	50	23.8	40	23.86	40
SPI Total Points			80.57	100	73.87	100	80.9	100

14 - College and Career Readiness

Avon ACT Results

	2013-2014	2014-2015	2015-2016	2016-2017
Number Tested	15	16	17	13
English	22.3	18.3	20.9	19.8
Math	21.8	20.8	21.6	19.6
Reading	23.8	18.6	22.0	20.7
Science	23.1	20.4	22.8	20.6
Composite Score	22.9	19.7	22.0	20.3

State ACT Results

	2013-2014	2014-2015	2015-2016	2016-2017
Number Tested	6724	6615	6552	6698
English	20.9	21	20.9	20.7
Math	21.8	21.8	21.7	21.5
Reading	22.3	22.4	22.4	22.3
Science	22.1	22.1	22.2	22
Composite Score	21.9	21.9	21.9	21.8

Avon NCRC Results

	2013	2014	2015	2016	2017	2018
Number Tested	36	23	19	24	21	15
% Platinum	0	0	0	0	0	13
% Gold	33	13	37	8	33	27
% Silver	50	57	47	75	43	47
% Bronze	11	26	11	17	19	13
% No Certificate	6	4	5	0	5	0

State NCRC Results

	2017	2018
Number Tested		
% Platinum	.5	15
% Gold	24	23
% Silver	55	35
% Bronze	14	22
% No Certificate	6	6