## CITY OF AUBURN

## FINANCIAL OVERVIEW

Presented by:<br>Casey Leonard and Timothy Gill<br>runyon kersteen ouellette


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## About this presentation

This presentation is intended as a tool to assist the City Council, School Committee, Audit Committee and management in understanding its financial operating results. The information contained in this publication should be read in conjunction with the audited financial statements and related disclosures and should not be used for any other purposes without the expressed consent of RUNYON KERSTEEN oUELLETTE.

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## CITY OF AUBURN

## SUMMARY OF AUDIT RESULTS

- Financial Statement Opinion - Unmodified
- Report Required by Government Auditing Standards
- No Material Weaknesses
- No Significant Deficiencies
- Other Comments
- Use of School Department Tax ID
- Edward Little High School Activity Fund
- Recreation Department Cash Receipts
- City Cash Disbursements
- City Old Outstanding Checks
- Reports Required by the Uniform Guidance
- Programs Tested
- Child Nutrition Cluster
- Local Entitlement Cluster
- No Findings
- Unmodified Opinion


## CITY OF AUBURN <br> GENERAL FUND - FUND BALANCE ANALYSIS - FY 2014-2018



- Total fund balance increased in 2018 from $\$ 12,065,640$ to $\$ 13,176,674$, an increase of \$1,111,034.
- Please refer to page 49 of the financial statements for descriptions of the fund balance classifications and page 61 for a composition of each 2018 balance.


## CITY OF AUBURN

## GENERAL FUND - REVENUES

|  | Budget | Actual | Variance |
| :--- | :---: | :---: | :---: |
| Taxes | $\$ 49,931,530$ | $\$ 50,263,953$ | $\$ 332,423$ |
| Intergovernmental | $28,055,286$ | $28,335,567$ | 280,281 |
| Licenses and permits | 249,000 | 345,604 | 96,604 |
| Charges for services - municipal | $1,968,124$ | $1,435,386$ | $(532,738)$ |
| Charges for services - school | 499,050 | 352,564 | $(146,486)$ |
| Fines, forfeits and penalties | 69,000 | 49,442 | $(19,558)$ |
| Interest | 32,000 | 64,385 | 32,385 |
| Miscellaneous | 10,000 | 10,437 | 437 |
| Total revenues | $80,813,990$ | $80,857,338$ | 43,348 |
| Transfers from other funds | $1,342,536$ | 989,016 | $(353,520)$ |
| Use of surplus and <br> carryforwards - City | 652,150 |  | - |
| Use of surplus - school | 906,882 |  | $(652,150)$ |
| Total revenues and other | $\$ 83,715,558$ | $\$ 81,846,354$ | $\$(1,869,204)$ |

- Taxes were over budget primarily due to higher-than-expected excise taxes and registrations.
- Intergovernmental revenues were over budget primarily due to higher-than-expected school subsidy and BETE.
- Charges for Services Municipal were under budget due to a large number of EMS fee writeoffs in current year.
- Charges for services school, See Slide 6 for more information


## CITY OF AUBURN

## GENERAL FUND - EXPENDITURES

|  | Budget | Actual | Variance |
| :--- | :---: | :---: | :---: |
| General government | $\$ 11,168,351$ | $\$ 10,134,117$ | $\$ 1,034,234$ |
| Public safety | $9,571,628$ | $9,791,841$ | $(220,213)$ |
| Health, welfare and recreation | $1,607,640$ | $1,563,965$ | 43,675 |
| Public services | $5,707,864$ | $5,349,463$ | 358,401 |
| Other agencies | $3,742,830$ | $3,722,648$ | 20,182 |
| Education | $41,755,455$ | $40,863,707$ | 891,748 |
| Other appropriations | $7,051,987$ | $6,471,428$ | 580,559 |
| Total expenditures | $\mathbf{8 0 , 6 0 5 , 7 5 5}$ | $\mathbf{7 7 , 8 9 7 , 1 6 9}$ | $\mathbf{2 , 7 0 8 , 5 8 6}$ |
| Transfers to other funds | $3,109,803$ | $3,109,803$ |  |
| Total expenditures and other | $\$ 83,715,558$ | $\$ 81,006,972$ | $\$ 2,708,586$ |
| financing uses |  |  |  |

- General government was under budget primarily due to lower-than-expected economic development salaries, as well as professional services related to economic development.
- Public safety was over expended primarily due to increased Fire department wages and benefits.
- Education - See Slide 7
- Other appropriations were under budget primarily due to lower-than-expected interest on long-term debt, as well as a budgeted but unused emergency reserve.


## CITY OF AUBURN

## GENERAL FUND - REVENUES - SCHOOL DEPARTMENT ONLY

|  | Budget | Actual | Variance |
| :--- | :---: | :---: | :---: |
| Property taxes | $\$ 17,868,506$ | $\$ 17,868,506$ | $\$-$ |
| Intergovernmental | $22,481,017$ | $22,541,102$ | 60,085 |
| Charges for services | 411,050 | 279,874 | $(131,176)$ |
| Other revenues | 88,000 | 88,147 | 147 |
| Total revenues | $\mathbf{4 0 , 8 4 8 , 5 7 3}$ | $\mathbf{4 0 , 7 7 7 , 6 2 9}$ | $\mathbf{( 7 0 , 9 4 4 )}$ |
| Use of fund balance | 906,882 |  | $(906,882)$ |
| Total revenues and other |  |  |  |
| financing sources |  |  |  |

- Intergovernmental revenues were over budget primarily due to higher-than-expected MaineCare and State Agency Client reimbursements.
- Charges for services were under budget primarily due to lower-thanexpected Adult Education and SOS tuitions.


## CITY OF AUBURN

## GENERAL FUND - EXPENDITURES - SCHOOL DEPARTMENT ONLY

|  | Budget | Actual | Variance | - Regular instruction expenditures were under budget as the School |
| :---: | :---: | :---: | :---: | :---: |
| Regular instruction | \$ 16,591,502 | \$ 16,224,176 | \$ 367,326 |  |
| Special education instruction | 9,384,055 | 9,868,440 | $(484,385)$ | Department budgeted |
| Other instruction | 1,006,460 | 898,715 | 107,745 | position was not filled due to |
| Student and staff support | 4,368,718 | 4,325,098 | 43,620 | low enrollment. |
| System administration | 889,000 | 976,201 | $(87,201)$ | Special education instruction was over budget primarily due to higher-than-expected out of district tuition. |
| School administration | 1,448,614 | 1,388,128 | 60,486 |  |
| Transportation and buses | 1,543,961 | 1,583,804 | $(39,843)$ |  |
| Facilities maintenance | 5,448,310 | 4,673,025 | 775,285 | - Facilities maintenance was under budget primarily due to lower-than-expected costs for natural gas, cautious spending on supplies, and conservative budgeting for debt expenditures. |
| Other expenditures | 433,044 | 319,543 | 113,501 |  |
| Debt service | 641,791 | 621,009 | 20,782 |  |
| Total expenditures | \$ 41,775,455 | \$40,878,139 | \$877,316 |  |

## CITY OF AUBURN

## unassigned fund balance as a percentage of budget



- We generally recommend an unassigned fund balance as a percentage of budget equal to one to two months of expenditures, which equals $8.33 \%$ to $16.67 \%$.
- It is the City's policy to maintain unassigned fund balance of $12.5 \%$ of general fund expenditures measured on a GAAP basis. Using this calculation, the City's unassigned fund balance as a percentage of GAAP basis general fund expenditures for 2018 equaled $9.53 \%$.


## CITY OF AUBURN

## REVENUE DISTRIBUTION - LOCAL VERSUS STATE



## CITY OF AUBURN

## REVENUE DISTRIBUTION - PROPERTY TAX



## CITY OF AUBURN

## GENERAL FUND - EXPENDITURES PIE CHART - 2018



## CITY OF AUBURN

## GENERAL FUND - EXPENDITURES PIE CHART - 2017



## School Committee Agenda Items

December 5, 2018

## New High School Space Allocation Requirements

In order for new programs, positions and transfers to be included in the construction project by the Department of Education, the Auburn School Committee must approve each one individually.
The costs associated with the new positions and programs do not have to be in the fiscal year 2020 budget, however the funding does need to be in the fiscal year budget immediately prior to the opening of the new ELHS.

## Positions

- Computer Science Teaching Position
- Substance Abuse Counselor


## New Programs

The following Career and Technical satellite programs and positions:

Culinary Arts
Early Childhood Education
Emergency Medical Technician
Firefighting Science
Law Enforcement Training
Cosmetology
Information Technology

Precision Manufacturing
Manufacturing and Robotics
Engineering and Architecture
Composite Manufacturing
CTE Exploration/Medical
CTE Administration position

## Program Transfers

- Franklin Alternative School
- The Students of Success (SOS) Program


## New High School Project Updates

- Survey Results
- Subcommittee work
- December 11, Building Committee meeting
- January 23, Public Forum


## Space Needs Discussion

- Washburn School/East Auburn Community School use a multi-purpose space for cafeteria, gym and assemblies.
- Washburn School has two portables for Art and Music classes.
- East Auburn Community School does not have Art and Music classrooms.



## Other space needs cont.

- Fairview School administrators are sharing an office space.
- Fairview is using a special education classroom for a general education classroom.
- Auburn Middle School has a portable that houses a special education program.
- Edward Little High School, too many to name!

Why Park Avenue Elementary School needs the two additional classrooms?

## Park Avenue Enrollment: Built for 350 students

| Year | Enrollment Subsidy | Difference |
| :--- | :--- | :--- |
| 2011 | 367 |  |
| 2012 | 380 | 13 |
| 2013 | 367 | -13 |
| 2014 | 382 | 15 |
| 2015 | 391 | 10 |
| 2016 | 383 | 8 |
| 2017 | 385 | 3 |
| 2018 (current) | 383 | -2 |
| Total |  | 34 |

## Park Avenue: Using two meeting spaces for special education programming.



## Using two special education spaces for general education programming.



## Where will the two classrooms be built?



## Steps so far and next steps:

- Met with the original architect, Stephen Blatt, to review blueprints and discuss next steps.
- School Committee discussion tonight.
- Finance Committee to review Capital Improvement Projects and available funding.
- School Committee approval, December 19, with estimated cost and plan for funding to move forward to contract with Stephen Blatt.
- Goal to start the project in June 2019 for completion in late fall 2019.


## Vision 2030

https://docs.google.com/document/d/10QUyaJK4bbkeUmRYJ6G8z7X5OsPsYLLb19FImk014Vs/edit
All Auburn students are supported to graduate with high aspirations, hope for the
future, a passion for learning and the capacities to accomplish their dreams. ave high expectations, motivating students to be their best.
alue reflection and creative thinking.
Create safe environments for learning.
Are model lea - Serves the whole child.
Focuses on student interest, goals and career exploration.
Is student-centered within a standards-based approach.
Our staff members: Our educational program: Appreciate diversity.
Demonstrate the core values of compassion, courage, fairness, honesty, respect and responsibility.
Communicate, collaborate, think critically and flexibly
Apply their knowledge to real-life situations.
Our students:
Empowering life-long learners to succeed in an ever-changing world!
Auburn School Department - Vision 2030 Final Draft

## Fall Data Review

SUE DORRIS, TITLE I COORDINATOR
AUBURN SCHOOL DEPARTMENT
DECEMBER 5, 2018

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## Universal Screening

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## STAR Assessments

$>$ Early Literacy (K-1) \& $>$ Scaled Scores $\begin{aligned} & \text { Reading \& Math (1-8) } \\ > & \text { Computer Adaptive }\end{aligned}$
$>15-20$ Minute Administration
$>$ Criterion-Referenced Scores
$>$ Norm-Referenced Scores (Percentile Rank \& Grade Level Equivalent)

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## Fall Assessment Results

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| Reading Proficiency Fall 2018 |  |
| :--- | :---: |
| East Auburn | $59 \%$ |
| Fairview | $60 \%$ |
| Park Avenue | $49 \%$ |
| Sherwood | $46 \%$ |
| Walton | $45 \%$ |
| Washburn | $43 \%$ |
| AMS | $50 \%$ |


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| Math Proficiency Fall 2018 |  |
| :--- | :---: |
| East Auburn | $73 \%$ |
| Fairview | $71 \%$ |
| Park Avenue | $59 \%$ |
| Sherwood | $64 \%$ |
| Walton | $43 \%$ |
| Washburn | $45 \%$ |
| AMS | $54 \%$ |

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## When Do We Administer STAR?

- Benchmark Assessments
- Progress Monitoring

| $2018-19$ | Testing Dates |
| :--- | :--- |
| Fall Benchmark <br> (ALL Students) | Sept. 90th - Oct. 4th <br> AlL students |
| Ist Progress Monitoring <br> window <br> (PM and DNM) | Nov. 5th - 20th <br> Only Students partially or not meeting are reguired to be <br> progress monitored. |
| Winter Benchmark <br> (All Students) | January 7th- Feb. 1s: <br> ALL students |
| 2nd Progress Monitoring <br> (PM and DNM) | March 4th-March 15th <br> -Only Students partially or not meeting are required to be <br> progress moritored. |
| Spring Benchmark <br> (All Students) | May 6th - May 31st <br> ALi students |


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## School-Wide Data Wall

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| 2 |  | F |  | 98 | 81 | 5.5 | 626 | 77 | 15.7 | 61 | 814187 | 871.2 | - 1.2 | 92 | Fal ${ }^{5}$ | Fal ${ }^{\text {\% }}$ | Gra 7 | MFa 7 | MF $=$ | $\mathrm{Fa}=$ | $\mathrm{Fi}_{6}$ | WInI $=$ | Wir $=$ | Gra $=$ | AYY $=$ | MV = | $\mathrm{MI}=$ | Gra |
| 3 |  | M |  | 1180 | 46 | 3.9 | 577 | 69 | 5.37 | 79 | 608 67 | 675 | . 29 <br> 5.5 <br> 6 | 76 | 555 | 48 | $\frac{5.1}{5.3}$ | $\frac{773}{661}$ | \|91 |  |  | 682 | ${ }^{65}$ | 6.1 | 33 | 884 | 99 | $8+$ |
| 4 |  | F |  | 180 | 99 | 11.2 | 987 | 98 | 8.73 | 30 | 115998 | 98 <br> 10 | 5.5 76 | 76 | 581 | 54 | 5.3 | 1661 | 55 |  |  | 1771 | 74 | 6.8 | 98 | 76 | 84 | 7.1 |
| 5 |  | M |  | 85 | 97 | 7.8 | 746 | 88 | 6.5 | 11 | 93594 | 94.8 | 8.2 36 | 36 | 1204 | 98 | 11.9 | 325 | 98 |  |  | 1301 | 99 | 12.9+ | 79 | 330 | 95 | $8+$ |
| $\bigcirc$ |  | F |  | 763 | 93 | 6.8 | 7378 | 87 | 6.6 | 14 | 96996 | 968.3 | . 5.25 | 54 | 1283 | $\frac{99}{88}$ | $\frac{12.6}{7.8}$ | 19 | 97 |  |  | 044 | 93 | 9.4 | 25 | 817 | 94 | 8+ |
| 7 |  | F |  | 573 | 88 | 6.1 | 748 | 88 | 6.6 | 68 | 72782 | 826.5 | 6.5 40 | 40 | 855 | 86 | 7.8 | ${ }^{06}$ | 96 |  |  | 47 | 89 | 8.3 | 41 | 02 | 91 | $8+$ |
| 8 |  | F | B | 26 | 83 | 5.7 | 494 | 51 | 4.5 | $7 \quad 56$ | 56960 | 60 5.2 | 5.540 | 16 | 533 | 84 | 7.5 | 173 | $\frac{98}{91}$ |  |  | 99 | 92 | 8.9 | 43 | 68 | 98 | $8+$ |
| 9 | sped | M |  | 25 | 83 | 5.7 | 618 | 74 | 5.6 | 34142 | 428\|28 |  | 5. ${ }^{2} 1$ |  | 553 | 44 | 4.9 | 773 | 91 |  |  | 399 | 85 | 7.9 | 99 | 39 | 96 | $8+$ |
| 10 |  | M |  | 85 | 78 | 5.3 | 494 | 49 | 4.52 | 2 | 57076 | 76 | 31 | 31 | 357 | 49 | $\frac{5.1}{6.8}$ | 450 | 97 | 56 |  | 101 | 77 | 7.1 | 99 | 654 | 38 | 4.7 |
| 11 |  | F |  | 75 | 76 | 53 | 600 | 71 | 5.5 | 55 | 59979 | 79.6 | . 372 | 72 | $\frac{739}{}$ | 88 | $\frac{6.8}{6.6}$ | 810 | ${ }^{97}$ |  |  | 311 | 77 | 7.1 | 60 | 39 | 96 | 8+ |
| 12 | sped | M | I | 556 | 33 | 3.5 | 276 |  | 2.55 | 51.25 | 2584 | 4.2. | 6. 428 | 28 | 359 | 11 | $\frac{6.6}{3.1}$ | 674 | 60 |  |  | 517 | 75 | 7 | 56 | 734 | 73 | 6.2 |
| $\frac{13}{14}$ |  | F |  | 556 | 72 | 5.1 | 604 | 73 | 5.55 | 52 | 624 69 | 695.7 | 5. 741 | 41 | 807 | 83 | 3.1 | 498 | 77 | 490 |  | 517 | 35 | 4.7 | 97 | 555 | 10 | 3.4 |
| 14 |  | F | A | 523 | 66 | 4.8 | 615 | 75 | 5.68 | 8361 | 61768 | 58 5.6 | 5.668 | 68 | 607 | 59 | 5.5 | 1664 |  |  |  |  | 84 | 7.8 | 81 | 793 | 90 | 8 |
| 15 |  |  |  | 514 | 63 | 4.7 | 5636 | 64 | 5.15 | 52 | 62870 | 705.7 | 5.762 | 62 | 815 | 83 | 7.2 | 768 | 90 |  |  |  | 79 | 7.4 | 92 | 694 | 57 | 5.4 |
| 17 |  | F |  | 475 | 54 | 4.3 | 5776 | 69 | 4.79 | 9048 | 48942 | 424.4 | . 438 | 38 | 493 | 35 | 4.5 | 620 | 36 | 699 | 65 | $\frac{923}{622}$ | 88 | 8.1 | 86 | 14. | 93 | $8+$ |
| 18 |  | F |  | 471 | 53 | 4.2 | 533 | 58 | 4.9 | 5956 | 56058 | $58 \quad 5.1$ | .1 55 | 55 | 507 | 38 | 4.6 | 731 | 32 |  |  | 577 | 46 | $\frac{5.7}{5.3}$ | 85 | 636 | 31 | 4.5 |
| 19 | T1 | F | B | 462 | $\frac{51}{48}$ | 4.1 | 4276 | 23 | 3.7 49 <br> 3.2 1 | 4950 | 50747 | 47.4 .6 | . 6.73 | 3 | 497 | 36 | 4.5 | 624 | 38 |  |  | 505 | 32 | 4.6 | 29 | 700 | 60 | 7.5 |
| 20 |  | F |  | 436 | 44 | 3.8 | 540 | 61 | 4.98 | 189 | 46738 |  | . 2.50 | 50 | 367 | 13 | 3.1 | 628 | 40 |  |  | 466 | 25 | 4.2 | 53 | 761 | 82 | 5.5 |
| 21 |  | F |  | 434 | 44 | 3.8 | 6938 | 83 | 6.29 | 996 | 53671 | 26 | . 8 | 16 | 528 | 43 | 4.8 | 11 | 75. |  |  | 713 | 68 | 6.4 | 98 | 659 | 41 | 4.9 |
| 22 |  | M |  | 422 | 41 | 3.7 | 6898 | 84 | 6.29 | 9960 | 50366 | 56 | 5.891 | 1 | 559 | 49 | 5.1 | 690 | 67 |  |  | 497 | 31 | 4.5 | 5 | 677 | 48 | 5.1 |
| 23 |  | F |  | 419 | 40 | 3.6 | 4604 | 43 | 4.14 | 44 | 446 | 323.9 |  |  | 462 | 53 | 5.3 | 707 | 73 |  |  | 717 | 69 | 6.4 | 76 | 710 | 63 | 5.7 |
| 24 |  | F |  | 415 | 40 | 3.6 | 475 | 47 | 4.35 | 56 | 459135 |  | . 1 |  | 551 | 47 | 4.1 | 749 | 57 |  |  | 622 | 55 | 5.7 | 93 | 707 | 62 | 5.7 |
| 25 | T1 | F |  | 410 | 39 | 3.6 | 6177 | 74 | 5.69 | 9965 | 55674 | 745.9 | . 9.99 | 9 | 587 | 55 | 5.4 |  | $\frac{87}{41}$ |  |  | 620 | 54 | 5.6 | 76 | 668 | 44 | 5 |
| 26 |  | M |  | 382 | 33 | 3.3 | 6347 | 78 | 5.89 | 98 63 | 63671 | 715.8 | 5.96 | 6 | 593 | 57 | 5.4 | 755 | 81 |  |  | 630 | 56 | 5.7 | 34 | 641 | 33 | 4.5 |
| 27 |  | M |  | 382 | 33 | 3.2 | 495 | 51 | 4.59 | $95 \mid 47$ | 475139 | 39 4.3 | . 383 | 3 | 524 | 42 | 4.8 | 664 | 56 |  |  | 671 | 63 | 6 | 52 | 686 | 53 | 5.3 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4.8 |  | 56 |  |  | 582 | 47 | 5.3 | 66 | 612 | 23 | 4.1 |


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## 

## Grade 1 Fall Benchmark Screening - Math



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| - intervervifor |  | Balow 40 Pre | 5 | 9\%s |
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| Covegrory Total |  |  | 2 | 49 |
| Stuelents Tesster |  |  | 19 | $35 \%$ |
|  |  |  | 35 |  |

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## Instructional Report Groupings


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## Growth Report

## Growth Report

Printed Friday, March 16, 2018 11:06:14 AM

| Grade | Sap | Test Date | Ss | GE | PR | NCE | IPR | EORF | Lexiled Measure |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  | 01/25/2018 ${ }^{\text {d }}$ | 75 | 0.8 | 27 | 37.1 | Pp | 17 | BR400L |
|  |  | 03/12/2018 ${ }^{\circ}$ | 77 | 0.8 | 21 | 33.0 | Pp |  |  |
| 1 |  | Change | $\rightarrow 2$ | 0.0 | -6 | -4.1 |  | 19 | BR400L |
|  | 51 | 11/17120170 | 71 | 0.6 | 29 | 38.3 | PP | 15 |  |
|  |  | 03/12/2018d | 84 | 1.1 | 31 |  |  |  | BR400L |
| 1 |  | Change | $+13$ | -0.5 | $+2$ | +1.3 | PP | 23 | BR4OOL |
|  | 31 | 09/13/2017d | 209 | 2.2 | 91 |  |  | -4 | OL |
|  |  | 03/12/2018d | 279 |  |  | 78.2 | 1.5 | 57 | BR30L |
| 1 |  | Change | $+70$ | $+0.5$ | 89 | 75.8 | 2.3 | 76 | 160 L |
|  | 98 | 11/17120170 | 97 | 1.4 |  | -2.4 | +0.8 | +19 | 1901 |
|  |  | 03/12/2018 ${ }^{\text {d }}$ | 339 | 3.1 |  | 59.3 | PP | 28 | BR355L |
| 1 |  | Change | $+242$ | $+1.7$ | 93 +26 | 81.1 | 2.9 | 89 | 310 OL |
|  | 78 | $11 / 1712017{ }^{\text {d }}$ | 76 | 0.8 |  |  |  | +61 | 665L |
|  |  | 03/12/2018d | 151 | 1.8 | 64 |  | PP | 18 | BR400L |
| 1 |  | Change | +75 | $+1.0$ | 64 | 57.5 | P | 41 | BR185L |
|  |  | 11/17/2017d | 84 |  |  | +12.8 | - | $+23$ | 2151 |
|  |  | 03/12/2018 ${ }^{\text {d }}$ | 102 |  | 54 | 52.1 | PP | 23 | BR400R |
|  |  | Change | $+18$ | +0.3 | 49 | 49.5 | PP | 30 | BR325L |
|  |  |  |  | +0.3 | -5 | -2.6 | - | $+7$ | 75L |


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"Most of the world will make decisions by ether guessing or using their gut. They will be either lucky or mrong?

## Suhail Doshi; cE0, Mixpane!



## 4-Year Graduation Rate

| School Year | ELHS | State |
| :---: | :---: | :---: |
| $2017-2018$ | $77.87 \%$ | $86.67 \%$ |
| $2016-2017$ | $79.58 \%$ | $86.94 \%$ |
| $2015-2016$ | $73.03 \%$ | $86.58 \%$ |
| $2014-2015$ | $80.00 \%$ | $87.28 \%$ |



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MEA Results

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## MEA vs. STAR

## MEA Reading

## Grade 3

Reading
6. Based on the information in both passages, what was a main reason that playgrounds were created?
A Adults were worried about the safety of children.
B Adults wanted outdoor spaces for their whole families to enjoy.
C Town leaders wanted to have better places of learning for children.
D Neighbors wanted places where the community could gather and meet.
7. Based on "Climb, Jump, and Spin" and "A Place to Play," explain how people worked together to create a place for children to play. Use details from both passages to support
your answer.

## STAR Reading




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## Complexity

$\rightarrow$ Grade 6 Reading Proficiency is correlated to a lexile range of 1030-1170.
$\Rightarrow$ Text Examples: The Call of the Wild; Frankenstein; The Wonderful Wizard of Oz; 20,000 Leagues Under the Sea; Animal Farm; 1984
$\Rightarrow 1150$ Lexile is the prerequisite for 9th grade Honors English

## Sample Test Question - Grade 6 Reading

## Reading

## Directions

Today you will take a test in reading. For this test, you will read passages and then answer questions about the passages. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

You will now read two passages and answer the questions that follow. Some of the questions may ask you to compare the two passages.
7. Compare and contrast the roles of the teachers in "The Performance" and "Room 202B." Use details from both passages to support your answer.

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| School | At or Above State <br> Expectations |
| :--- | :---: |
| East Auburn | $47.92 \%$ |
| Fairview | $50.68 \%$ |
| Park Avenue | $45.41 \%$ |
| Sherwood | $39.82 \%$ |
| Walton | $35.65 \%$ |
| Washburn | $26.83 \%$ |
| AMS | $36.46 \%$ |
| ELHS | $44.68 \%$ |


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| School | At or Above State <br> Expectations |
| :--- | :---: |
| East Auburn | $35.05 \%$ |
| Fairview | $38.70 \%$ |
| Park Avenue | $27.91 \%$ |
| Sherwood | $33.94 \%$ |
| Walton | $17.39 \%$ |
| Washburn | $16.13 \%$ |
| AMS | $26.27 \%$ |
| ELHS | $25.53 \%$ |

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## Assessment Factors - Demographics

| Category | Auburn | State |
| :--- | :---: | :---: |
| Economically Disadvantaged | $57 \%$ | $44 \%$ |
| Special Education | $18.2 \%$ | $17.9 \%$ |
| English Language Learners | $5.9 \%$ | $3.7 \%$ |
| Homeless | $2.6 \%$ | $0.89 \%$ |

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Multiple Measures of Data

- Demographics: Enrollment, Attendance, Dropout Rate, Ethnicity, Gender, Grade Level
- Perceptions: Perceptions of Learning Environment, Values and Beliefs, Attitudes, Observations
- Student Learning: Standardized Tests, Normed \& Criterion-Referenced Tests, Universal Screening, Formative Assessments
- School Processes: Instruction, Curriculum, School Programs and Processes



## Mobility

## 40\%

of Grade 8 students did not start school in Auburn.


- Effect size of mobility on student achievement is -. 34 (Hattie, 2009)
- Equivalent to loss of one year of learning

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Bright Spots
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## Data Bright Spots

| Universal <br> Screening: Over $60 \%$ of <br> kindergarten <br> students met reading benchmarks. | $\rightarrow$ Universal Screening: Over 60\% of Grade 8 students met math benchmarks. | $\rightarrow$ MEA: ELHS proficiency improved from the previous year: 19.14\% to 25.21\% in math and $39.51 \%$ to 44.12\% in literacy. |
| :---: | :---: | :---: |

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## In response to STAR \& MEA results...

- MEA is rigorous and requires stamina/autonomy. Engage students in similar tasks on a regular basis.
- Review subgroup data and provide targeted instruction.
- Have students complete practice items using same technology/time requirements.
- Continue to address Summer Slide through district and school programs.
- Emphasize informational text reading and analysis.
- Address outside factors with available resources: poverty, attendance, and truancy.






[^0]:    Fall Assessment Results
    by School - Math

