

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



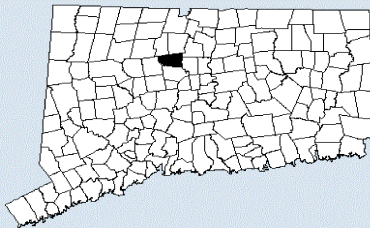
Avon School District

Dr. Bridget Carnemolla, Superintendent • 860-404-4700 • <http://www.avon.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	3,185
Per Pupil Expenditures ¹	\$17,947
Total Expenditures ¹	\$58,454,452

¹ Expenditure data reflect the 2018-19 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2019-20 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 <https://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2019 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,594	50.0	48.4
Male	1,591	50.0	51.6
American Indian or Alaska Native	9	0.3	0.3
Asian	628	19.7	5.2
Black or African American	175	5.5	12.7
Hispanic or Latino of any race	213	6.7	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	122	3.8	3.8
White	2,038	64.0	51.1
English Learners	96	3.0	8.3
Eligible for Free or Reduced-Price Meals	334	10.5	43.3
Students with Disabilities ³	347	10.9	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	120	7.7	14	0.9
Male	126	8.0	30	1.8
Black or African American	23	14.2	7	4.0
Hispanic or Latino of any race	23	10.7	*	*
White	144	7.2	24	1.2
English Learners	17	16.3	*	*
Eligible for Free or Reduced-Price Meals	51	17.6	21	5.9
Students with Disabilities	48	14.5	13	3.4
District	246	7.8	44	1.4
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 165

Number of school-based arrests: Fewer than 6

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the 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	206.8
Paraprofessional Instructional Assistants	14.0
Special Education	
Teachers and Instructors	35.0
Paraprofessional Instructional Assistants	74.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	10.5
Library/Media	
Specialists (Certified)	5.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	11.6
Counselors, Social Workers and School Psychologists	18.0
School Nurses	5.2
Other Staff Providing Non-Instructional Services/Support	125.3

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	1.4	1.2
Black or African American	5	1.7	4.0
Hispanic or Latino of any race	4	1.4	4.1
Native Hawaiian or Other Pacific Islander	1	0.3	0.1
Two or More Races	0	0.0	0.1
White	283	95.3	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	*	*	*
Hispanic or Latino of any race	10	*	10	*
White	131	74.4	135	81.3
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	14	*	22	66.7
Students with Disabilities	14	53.8	20	55.6
District	189	74.7	200	82.6
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	24	46.2
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	85	74.6
Other Health Impairment	58	65.9
Other Disabilities	0	0
Speech/Language Impairment	25	89.3
District	196	61.1
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	55	1.7	2.0
Emotional Disturbance	20	0.6	1.1
Intellectual Disability	9	0.3	0.5
Learning Disability	114	3.6	5.7
Other Health Impairment	89	2.8	3.3
Other Disabilities	19	0.6	1.1
Speech/Language Impairment	31	1.0	1.8
All Disabilities	337	10.6	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	17	5.0	8.2
Private Schools or Other Settings	19	5.6	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$38,519,415	\$11,827	\$10,923
Support services - students	\$3,908,806	\$1,246	\$1,277
Support services - instruction	\$1,311,557	\$418	\$682
Support services - general administration	\$1,148,349	\$366	\$467
Support services - school based administration	\$3,181,496	\$1,014	\$1,021
Central and other support services	\$1,721,188	\$548	\$679
Operation and maintenance of plant	\$4,770,448	\$1,520	\$1,718
Student transportation services	\$2,896,837	\$959	\$1,288
Food services	.	.	\$12
Enterprise operations	\$996,356	\$318	\$163
Minor school construction	.	.	\$59
Total	\$58,454,452	\$17,947	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,260,662	33.3	28.5
Instructional Aide Salaries	\$1,541,283	12.1	10.1
Other Salaries	\$561,708	4.4	11.1
Employee Benefits	\$1,653,544	12.9	13.0
Purchased Services Other Than Transportation	\$514,619	4.0	5.7
Special Education Tuition	\$3,379,468	26.4	22.5
Supplies	\$62,925	0.5	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$778,595	6.1	8.0
Equipment	\$29,167	0.2	0.2
All Other Expenditures	\$870	0.0	0.1
Total	\$12,782,841	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.9	24.6

Expenditures by Revenue Source⁴:

2018-19

	Percent of Total (%) Excluding School Construction
Local	93.2
State	4.2
Federal	1.2
Tuition & Other	1.4

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	7	*
Hispanic or Latino of any race	14	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	25	80.0
Students with Disabilities	26	69.2
District	224	94.6
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³ Rate (%)	Persistence ⁴ Rate (%)
Female	90.8	96.6
Male	88.3	94.4
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	90.4	96.6
English Learners	N/A	*
Eligible for Free or Reduced-Price Meals	81.0	81.8
Students with Disabilities	*	*
District	89.7	95.5
State	71.8	87.6

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	90.5%	100%	60.4%
	Oral	83.2%	100%	57.6%
Chronic Absenteeism	All Students	7.8%	<=5%	12.2%
	High Needs Students	15.3%	<=5%	18.0%
Preparation for CCR	% Taking Courses	78.6%	75%	80.4%
On-track to High School Graduation		98.3%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		94.6%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		97.7%	94%	84.5%
Postsecondary Entrance (Class of 2019)		89.7%	75%	71.5%
Arts Access		60.5%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	97.7%	-3.7%	10.9%	N

¹ 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

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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 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. In addition to the Curriculum and Professional Practices Committee, comprised of Board members who discuss and plan curriculum, school climate and school culture, the District has also created an Equity Council.

Communication is an important component of Avon's Blueprint for Excellence. 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 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 School district 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 through the District's participation in the Open Choice Program. 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 the 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.

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Equitable Allocation of Resources among District Schools

Avon Public Schools follows a standardized budgeting process in which each school or department administrator submits funding requests 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

Note: The Profile and Performance Reports(PPRs) were reprinted on 5/26/2022 to reflect updated data for school-based arrests and college enrollment/persistence.