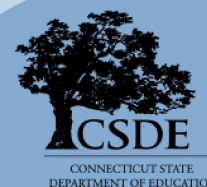


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



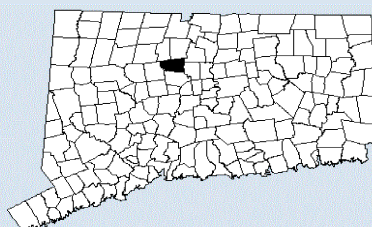
Avon School District

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	3,128
Per Pupil Expenditures ¹	\$18,162
Total Expenditures ¹	\$59,317,135

¹ Expenditure data reflect the 2019-20 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2020-21 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, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,580	50.5	48.4
Male	1,548	49.5	51.5
American Indian or Alaska Native	*	*	0.3
Asian	622	19.9	5.2
Black or African American	182	5.8	12.7
Hispanic or Latino of any race	232	7.4	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	125	4.0	4.0
White	1,959	62.6	49.9
English Learners	95	3.0	8.3
Eligible for Free or Reduced-Price Meals	240	7.7	42.7
Students with Disabilities ³	331	10.6	16.3

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	112	7.2	*	*
Male	136	8.9	*	*
Black or African American	39	22.7	6	3.2
Hispanic or Latino of any race	35	15.4	8	3.3
White	145	7.4	12	0.6
English Learners	11	11.8	*	*
Eligible for Free or Reduced-Price Meals	75	25.0	11	3.4
Students with Disabilities	72	21.4	9	2.3
District	248	8.0	30	0.9
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 88

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire 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.

District Profile and Performance Report for School Year 2020-21

Avon School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	208.9
Paraprofessional Instructional Assistants	15.0
Special Education	
Teachers and Instructors	34.0
Paraprofessional Instructional Assistants	74.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	11.0
Library/Media	
Specialists (Certified)	5.4
Support Staff	1.0
Instructional Specialists Who Support Teachers	9.6
Counselors, Social Workers and School Psychologists	18.0
School Nurses	5.2
Other Staff Providing Non-Instructional Services/Support	116.9

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.7	1.3
Black or African American	5	1.7	4.1
Hispanic or Latino of any race	5	1.7	4.3
Native Hawaiian or Other Pacific Islander	1	0.3	0.1
Two or More Races	0	0.0	0.1
White	285	95.6	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.3	7.3

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	*	*	10	*
Hispanic or Latino of any race	9	*	12	*
White	127	76.0	158	87.8
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	9	*	21	70.0
Students with Disabilities	6	27.3	22	64.7
District	176	73.0	228	86.4
State		75.9		85.6

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	26	52.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	79	74.5
Other Health Impairment	59	72.0
Other Disabilities	*	*
Speech/Language Impairment	22	81.5
District	194	63.6
State		67.9

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).

District Profile and Performance Report for School Year 2020-21

Avon School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	55	1.8	2.1
Emotional Disturbance	17	0.5	1.1
Intellectual Disability	11	0.4	0.5
Learning Disability	106	3.4	5.8
Other Health Impairment	82	2.6	3.3
Other Disabilities	25	0.8	1.2
Speech/Language Impairment	31	1.0	1.9
All Disabilities	327	10.5	15.9

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	5.2	8.3
Private Schools or Other Settings	16	4.9	4.8

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: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$38,982,942	\$11,936	\$11,205
Support services - students	\$4,105,917	\$1,299	\$1,346
Support services - instruction	\$867,284	\$274	\$698
Support services - general administration	\$1,252,304	\$396	\$464
Support services - school based administration	\$2,877,973	\$910	\$1,037
Central and other support services	\$2,757,087	\$872	\$691
Operation and maintenance of plant	\$4,807,108	\$1,520	\$1,692
Student transportation services	\$2,804,106	\$920	\$1,159
Food services	.	.	\$21
Enterprise operations	\$862,414	\$273	\$151
Total	\$59,317,135	\$18,162	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,301,451	35.4	29.6
Instructional Aide Salaries	\$1,618,709	13.3	11.1
Other Salaries	\$527,734	4.3	9.5
Employee Benefits	\$1,778,451	14.6	13.5
Purchased Services Other Than Transportation	\$460,681	3.8	5.4
Special Education Tuition	\$2,574,087	21.2	22.5
Supplies	\$101,698	0.8	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	\$721,306	5.9	7.2
Equipment	\$76,318	0.6	0.2
All Other Expenditures	\$870	0.0	0.1
Total	\$12,161,305	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.5	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	92.2
State	4.2
Federal	1.5
Tuition & Other	2.1

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).

District Profile and Performance Report for School Year 2020-21

Avon School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Avon School District

Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	13	*
Hispanic or Latino of any race	12	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	39	87.2
Students with Disabilities	33	81.8
District	232	96.1
State		88.8

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 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.9	166	73.1
Male	96.0	194	69.8
Black or African American	96.6	8	27.6
Hispanic or Latino	96.8	18	58.1
White	96.0	251	72.3
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	91.5	16	34.0
Students with Disabilities	80.4	9	16.1
District	96.4	360	71.3
State	85.0		36.0

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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.

Copyright © 2021 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	79.8	97.2
Male	89.0	91.6
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	84.3	94.0
English Learners	*	N/A
Eligible for Free or Reduced-Price Meals	67.6	*
Students with Disabilities	73.1	*
District	84.3	94.8
State	67.4	84.9

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

District Profile and Performance Report for School Year 2020-21

Avon School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	8.0%	<=5%	19.0%
	High Needs Students	20.0%	<=5%	30.2%
Preparation for CCR	% Taking Courses	80.0%	75%	80.6%
	% Passing Exams	71.3%	75%	36.0%
On-track to High School Graduation		95.2%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		96.1%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		90.9%	94%	85.2%
Postsecondary Entrance (Class of 2020)		84.3%	75%	67.4%
Arts Access		59.1%	60%	50.7%

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%	90.9%	3.1%	9.8%	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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.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

District Profile and Performance Report for School Year 2020-21

Avon School District

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. The district recently formed a new committee, The Curriculum and Professional Practices Committee, comprising of Board members and parents in the discussion and planning of curriculum development, school climate and school culture.

Communication is an important component of Avon's Strategic Plan. District, school and staff websites provide information to students and parents regarding curriculum, academic and social goals, school activities, clubs and athletics. Teachers maintain websites that provide access to curriculum, classroom assignments and resources to support student learning. A variety of web-based instructional and supplemental materials are available to students and parents to reinforce and promote student learning at home.

The Department of Pupil Services currently supports approximately 350 students, including students participating in the Open Choice Program, with disabilities from pre-school through grade 12 or upon completion of a student's transition plan as outlined in an Individual Education Plan (IEP). Consistent with federal regulations as outlined in the Individuals with Disabilities Education Act (IDEA), our district offers a wide range of specialized personnel who collaboratively support students academically, socially, emotionally, and behaviorally in the least restrictive educational environment. The main objective of the Pupil Personnel staff is to assist families and educators in reaching our district goal of supporting all students in achieving academic success. The Department of Pupil Services collaborates with Avon's Special Education Parent Teacher Association (SEPTA) to provide training to parents regarding topics such as IEPs and Transition.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Avon Public Schools has implemented significant efforts to reduce racial, ethnic and economic isolation during this reporting period. Specifically, at the district level, Avon 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/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 schools assemblies for such topics as the holocaust and other programs specifically designed to assist schools improve their culture and climate.

District Profile and Performance Report for School Year 2020-21

Avon School District

Equitable Allocation of Resources among District Schools

Avon Public Schools follows a standardized budgeting process in which each school or department administrator submits funding requests in the same manner. Administrators begin the process using a Zero-based budgeting model, ensuring their requests are based on the needs of each school. A comprehensive budget narrative describing the requests and how they relate to the District Strategic Plan including detail by line item is presented to a team of Central Office Administrators. This team reviews each proposed budget looking for consistency between buildings including general supplies, equipment, services, professional development and personnel.

The 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.