

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2021–22**



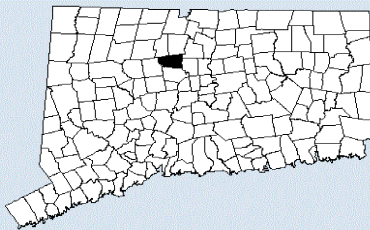
Avon School District

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	3,127
Per Pupil Expenditures ¹	\$19,428
Total Expenditures ¹	\$62,306,506

¹ Expenditure data reflect the 2020-21 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 2021-22 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,595	51.0	48.5
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	603	19.3	5.1
Black or African American	189	6.0	12.6
Hispanic or Latino of any race	231	7.4	29.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	120	3.8	4.3
White	1,972	63.1	48.6
English Learners/Multilingual Learners	75	2.4	8.8
Eligible for Free or Reduced-Price Meals	312	10.0	40.6
Students with Disabilities ³	351	11.2	16.7

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	185	11.7	21	1.3
Male	192	13.0	77	4.9
Non-Binary	0	*	0	*
Black or African American	42	23.5	19	9.6
Hispanic or Latino of any race	51	23.1	15	6.2
White	215	11.1	45	2.2
English Learners/Multilingual Learners	11	13.6	*	*
Eligible for Free or Reduced-Price Meals	94	31.4	34	9.6
Students with Disabilities	102	28.5	42	9.9
District	377	12.3	98	3.0
State		23.7		6.5

Number of students qualified as truant under state statute: 151

Number of school-based arrests: 0

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	208.5
Paraprofessional Instructional Assistants	20.5
Special Education	
Teachers and Instructors	34.0
Paraprofessional Instructional Assistants	80.0
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	11.0
Library/Media	
Specialists (Certified)	5.7
Support Staff	1.0
Instructional Specialists Who Support Teachers	11.6
Counselors, Social Workers and School Psychologists	19.0
School Nurses	5.2
Other Staff Providing Non-Instructional Services/Support	111.5

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	1	0.3	1.3
Black or African American	6	2.0	4.3
Hispanic or Latino of any race	3	1.0	4.6
Native Hawaiian or Other Pacific Islander	1	0.3	0.1
Two or More Races	0	0.0	0.2
White	289	96.3	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	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	7	*	12	*
Hispanic or Latino of any race	11	*	15	*
White	114	73.1	163	92.6
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	12	44.4	13	*
Students with Disabilities	8	28.6	22	68.8
District	167	71.7	233	91.4
State		81.7		87.7

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	28	49.1
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	82	77.4
Other Health Impairment	68	71.6
Other Disabilities	*	*
Speech/Language Impairment	26	89.7
District	215	66.4
State		68.4

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	61	2.0	2.3
Emotional Disturbance	13	0.4	1.1
Intellectual Disability	10	0.3	0.6
Learning Disability	106	3.4	6.1
Other Health Impairment	95	3.1	3.3
Other Disabilities	17	0.5	1.1
Speech/Language Impairment	35	1.1	1.9
All Disabilities	337	10.9	16.3

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	12	3.6	4.6

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: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$40,091,781	\$12,501	\$12,000
Support services - students	\$4,098,193	\$1,319	\$1,468
Support services - instruction	\$949,379	\$306	\$780
Support services - general administration	\$1,308,879	\$421	\$472
Support services - school based administration	\$3,213,016	\$1,034	\$1,103
Central and other support services	\$3,373,443	\$1,086	\$703
Operation and maintenance of plant	\$5,309,138	\$1,709	\$1,910
Student transportation services	\$2,671,182	\$889	\$1,287
Food services	\$148,156	\$48	\$28
Enterprise operations	\$1,143,338	\$368	\$170
Total	\$62,306,506	\$19,428	\$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,804,013	36.2	29.7
Instructional Aide Salaries	\$1,849,710	13.9	10.8
Other Salaries	\$468,386	3.5	9.8
Employee Benefits	\$1,915,487	14.4	13.8
Purchased Services Other Than Transportation	\$461,177	3.5	5.7
Special Education Tuition	\$3,055,321	23.0	22.6
Supplies	\$96,839	0.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$614,294	4.6	6.3
Equipment	\$11,255	0.1	0.2
All Other Expenditures	\$870	0.0	0.1
Total	\$13,277,352	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.3	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	91.1
State	3.5
Federal	2.2
Tuition & Other	3.2

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 2021-22

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Performance and Accountability

District Performance Index (DPI)

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

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	330	85.3	329	86.4	125	87.9
Black or African American	95	59.3	94	51.5	38	60.2
Hispanic or Latino of any race	118	64.3	118	59.0	56	61.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1,010	76.7	1,009	70.6	450	77.3
English Learners/Multilingual Learners	104	70.8	104	70.5	40	73.8
Non-English Learners/Non-Multilingual Learners	1,522	77.0	1,519	72.1	666	77.0
Eligible for Free or Reduced-Price Meals	160	62.8	160	56.5	65	62.1
Not Eligible for Free or Reduced-Price Meals	1,466	78.1	1,463	73.7	641	78.4
Students with Disabilities	191	50.3	188	43.4	72	49.5
Students without Disabilities	1,435	80.1	1,435	75.8	634	80.0
High Needs	375	60.9	372	56.1	150	61.2
Non-High Needs	1,251	81.3	1,251	76.7	556	81.1
District	1,626	76.6	1,623	72.0	706	76.9

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	73.2	51.5	77.6	72.3	754	67.4
Curl Up	89.9	71.8	82.7	93.1	754	82.5
Push Up	64.1	46.5	78.5	81.2	754	64.9
Mile Run/PACER	72.7	59.8	47.2	84.2	754	62.9
All Tests - District	40.4	19.5	30.8	60.4	754	33.7
All Tests - State	48.9	46.7	44.3	43.3		45.8

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	13	*
Hispanic or Latino of any race	16	*
White	177	95.5
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	29	82.8
Students with Disabilities	35	68.6
District	258	95.0
State		89.6

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 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.3	165	69.9
Male	95.2	180	71.4
Non-Binary	N/A	N/A	N/A
Black or African American	96.2	*	*
Hispanic or Latino	100.0	17	50.0
White	97.3	250	75.3
English Learners/ Multilingual Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.6	14	31.1
Students with Disabilities	85.0	8	13.3
District	96.7	345	70.7
State	95.0		43.5

³ Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

⁴ Participation 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.

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

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College Entrance and Persistence

	Class of 2021	Class of 2020
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	83.2	95.7
Male	86.2	90.7
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	87.4	91.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	76.9	82.6
Students with Disabilities	84.0	*
District	84.9	93.1
State	66.1	84.9

⁵ 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.

⁶ 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.6	75	50.0	50	100.0	64.2
	High Needs Students	60.9	75	40.6	50	81.2	54.2
Math Performance Index	All Students	72.0	75	48.0	50	96.0	58.6
	High Needs Students	56.1	75	37.4	50	74.9	47.7
Science Performance Index	All Students	76.9	75	50.0	50	100.0	61.4
	High Needs Students	61.2	75	40.8	50	81.6	51.3
ELA Academic Growth	All Students	62.1%	100%	62.1	100	62.1	60.4%
	High Needs Students	50.0%	100%	50.0	100	50.0	56.2%
Math Academic Growth	All Students	68.2%	100%	68.2	100	68.2	65.2%
	High Needs Students	53.0%	100%	53.0	100	53.0	59.1%
Progress Toward English Proficiency	Literacy	81.3%	100%	40.6	50	81.3	64.9%
	Oral	74.9%	100%	37.4	50	74.9	57.4%
Chronic Absenteeism	All Students	12.3%	<=5%	35.3	50	70.7	23.7%
	High Needs Students	26.2%	<=5%	7.6	50	15.2	34.0%
Preparation for CCR	% Taking Courses	82.0%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	70.7%	75%	47.1	50	94.3	43.5%
On-track to High School Graduation		94.3%	94%	50.0	50	100.0	82.7%
4-year Graduation All Students (2021 Cohort)		95.0%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		86.4%	94%	91.9	100	91.9	85.2%
Postsecondary Entrance (Class of 2021)		84.9%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		83.1% 33.7%	75%	11.2	50	22.5	94.0% 45.8%
Arts Access		59.4%	60%	49.5	50	99.0	52.4%
Accountability Index				1120.9	1450	77.3	

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
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	60.9	14.1	16.6	
Math Performance Index Gap	75.0	56.1	18.9	18.2	
Science Performance Index Gap	75.0	61.2	13.8	17.4	
Graduation Rate Gap	94.0%	86.4%	7.6%	10.2%	N

¹If 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.

²If 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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.4
	High Needs Students	98.2
Math	All Students	99.3
	High Needs Students	98.0
Science	All Students	99.6
	High Needs Students	98.1

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 61.8

State: 49.7

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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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 members through ongoing professional development that promotes positive, healthy relationship building and strategies to create a welcoming, collaborative environment where students can flourish.

It is important to work collaboratively to effectively provide our students with the best education possible. Our Curriculum and Professional Development Council (CPDC) reviews and plans the district's curriculum; school climate and school culture committees are at each school; as well as a recently created Equity Council; each committee consists of board members, parents, teachers and/or administrators. The district has partnered with climate consultants for continued professional development in fostering a welcoming and inclusive school community.

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.

We currently support approximately 415 students with disabilities from preschool 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. Collaborating with Avon's Special Education Parent Teacher Association (SEPTA), we 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, and 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 family heritage day 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 to 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 Avon's Blueprint for Excellence including detail by line item. Budget proposals are submitted to the Business office where a team of Central Office Administrators reviews each proposed budget. The team looks for consistency between buildings in all areas including general supplies, equipment, services, professional development, and finally personnel. If variances are discovered to be inequitable between buildings, funds are adjusted to reflect a fair distribution of resources.

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.