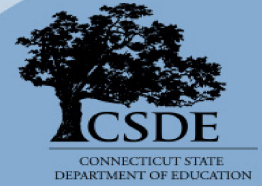


Connecticut State Department of Education  
**DISTRICT PROFILE AND PERFORMANCE REPORT  
 FOR SCHOOL YEAR 2022-23**



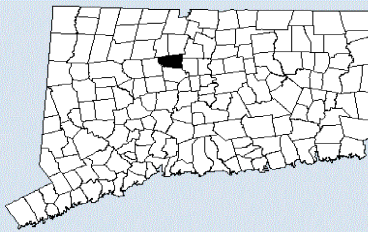
**Avon School District**

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

**District Information**

Grade Range	<b>PK-12</b>
Number of Schools/Programs	<b>6</b>
Enrollment	<b>3,106</b>
Per Pupil Expenditures <sup>1</sup>	<b>\$20,144</b>
Total Expenditures <sup>1</sup>	<b>\$64,661,463</b>

<sup>1</sup> Expenditure data reflect the 2021-22 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 2022-23 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, 2022 Enrollment<sup>2</sup>**

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,597	51.4	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	587	18.9	5.2
Black or African American	172	5.5	12.5
Hispanic or Latino of any race	241	7.8	30.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	136	4.4	4.5
White	1,960	63.1	47.5
English Learners/Multilingual Learners	88	2.8	9.7
Eligible for Free or Reduced-Price Meals	336	10.8	42.4
Students with Disabilities <sup>3</sup>	371	11.9	17.1

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	21	1.3
Male	164	11.1	80	5.1
Non-Binary	*	*	0	*
Black or African American	32	18.6	19	9.9
Hispanic or Latino of any race	36	15.1	19	7.5
White	190	9.9	51	2.6
English Learners/Multilingual Learners	15	14.9	*	*
Eligible for Free or Reduced-Price Meals	85	24.4	43	10.4
Students with Disabilities	77	21.9	41	9.6
District	321	10.5	101	3.2
State		20.0		7

**Number of students qualified as truant under state statute: 160**

**Number of school-based arrests: 0**

<sup>4</sup> 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.

<sup>5</sup> 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 2022-23

## Avon School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	211.2
Paraprofessional Instructional Assistants	21.5
<b>Special Education</b>	
Teachers and Instructors	38.0
Paraprofessional Instructional Assistants	82.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	9.0
School Level	9.8
<b>Library/Media</b>	
Specialists (Certified)	5.7
Support Staff	1.0
Instructional Specialists Who Support Teachers	11.4
Counselors, Social Workers and School Psychologists	19.3
School Nurses	5.6
Other Staff Providing Non-Instructional Services/Support	132.0

<sup>1</sup> 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	2	0.7	1.3
Black or African American	10	3.3	4.6
Hispanic or Latino of any race	3	1.0	4.9
Native Hawaiian or Other Pacific Islander	1	0.3	0.1
Two or More Races	0	0.0	0.2
White	291	94.8	88.7

#### Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	13.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	10	*
Hispanic or Latino of any race	10	*	18	85.7
White	114	83.2	153	95.6
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	17	58.6	24	92.3
Students with Disabilities	9	39.1	27	81.8
District	186	83.0	228	94.2
State		86.5		94.2

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

#### Students Who Spend 80% or Greater Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	28	49.1
Emotional Disability	13	*
Intellectual Disability	*	*
Learning Disability	85	77.3
Other Health Impairment	81	77.1
Other Disabilities	*	*
Speech/Language Impairment	20	83.3
District	231	68.3
State		68.6

<sup>3</sup> 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 2022-23

## Avon School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	62	2.0	2.4
Emotional Disability	18	0.6	1.0
Intellectual Disability	10	0.3	0.6
Learning Disability	110	3.6	6.3
Other Health Impairment	108	3.5	3.4
Other Disabilities	19	0.6	1.1
Speech/Language Impairment	30	1.0	1.9
<b>All Disabilities</b>	<b>357</b>	<b>11.6</b>	<b>16.7</b>

<sup>1</sup> 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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	17	4.8	8.1
Private Schools or Other Settings	13	3.6	4.7

<sup>2</sup> 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 Expenditures<sup>3</sup>: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$42,123,867	\$13,123	\$12,671
Support services - students	\$4,378,687	\$1,409	\$1,558
Support services - instruction	\$1,073,665	\$345	\$837
Support services - general administration	\$1,285,275	\$414	\$463
Support services - school based administration	\$3,027,119	\$974	\$1,133
Central and other support services	\$3,220,504	\$1,036	\$716
Operation and maintenance of plant	\$5,141,598	\$1,654	\$1,893
Student transportation services	\$3,123,087	\$1,045	\$1,464
Food services	.	.	\$5
Enterprise operations	\$1,287,659	\$414	\$186
<b>Total</b>	<b>\$64,661,463</b>	<b>\$20,144</b>	<b>\$20,165</b>

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

### Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,035,193	35.6	29.0
Instructional Aide Salaries	\$1,412,223	10.0	10.6
Other Salaries	\$656,344	4.6	10.1
Employee Benefits	\$1,881,150	13.3	13.1
Purchased Services Other Than Transportation	\$523,741	3.7	5.9
Special Education Tuition	\$3,614,049	25.6	21.8
Supplies	\$115,113	0.8	0.7
Property Services	\$455	0.0	0.4
Purchased Services For Transportation	\$864,661	6.1	8.1
Equipment	\$36,377	0.3	0.2
All Other Expenditures	\$700	0.0	0.1
<b>Total</b>	<b>\$14,140,006</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		21.9	24.9

### Expenditures by Revenue Source<sup>4</sup>: 2021-22

	Percent of Total (%) Excluding School Construction
Local	89.9
State	4.0
Federal	2.6
Tuition & Other	3.5

<sup>4</sup> 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 2022-23

## 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	351	83.9	351	85.6	164	86.3
Black or African American	80	56.6	80	49.0	31	51.0
Hispanic or Latino of any race	122	65.7	122	60.6	54	62.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	64	81.1	64	75.1	*	*
White	1,036	75.2	1,035	69.8	406	73.6
English Learners/Multilingual Learners	105	68.8	105	67.3	31	73.1
Non-English Learners/Non-Multilingual Learners	1,553	76.1	1,552	72.0	647	75.0
Eligible for Free or Reduced-Price Meals	177	59.8	177	54.4	78	59.1
Not Eligible for Free or Reduced-Price Meals	1,481	77.6	1,480	73.7	600	77.0
Students with Disabilities	193	48.7	193	41.8	66	42.9
Students without Disabilities	1,465	79.2	1,464	75.6	612	78.4
High Needs	380	60.0	380	55.0	138	59.0
Non-High Needs	1,278	80.3	1,277	76.6	540	79.0
District	1,658	75.7	1,657	71.7	678	74.9

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	25

<sup>1</sup> 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](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	84.5	44.4	66.3	87.7	1,222	73.4
Curl Up	83.7	76.6	89.7	92.4	1,215	86.9
Push Up	73.7	50.0	79.6	73.2	1,216	69.9
Mile Run/PACER	80.2	71.4	51.7	63.4	1,209	65.6
All Tests - District	52.5	22.6	35.7	52.2	1,198	42.3
All Tests - State	51.5	46.0	44.1	41.1		45.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2022-23

## Avon School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2021-22	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	14	*
Hispanic or Latino of any race	12	*
White	172	97.7
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	28	89.3
Students with Disabilities	26	76.9
District	245	95.9
State		88.9

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2021-22 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.1	163	71.5
Male	95.8	176	73.9
Non-Binary	N/A	N/A	N/A
Black or African American	95.7	*	*
Hispanic or Latino	97.4	20	52.6
White	97.3	223	75.1
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	94.5	21	38.2
Students with Disabilities	87.5	6	10.7
District	97.4	339	72.7
State	95.2		44.3

<sup>3</sup> Students demonstrate postsecondary readiness through at least one of the following:

- SAT<sup>®</sup> - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Earning three or more non-remedial college credits cumulatively during high school.

<sup>4</sup> 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<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

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ACT<sup>®</sup> statistics derived from data provided by ACT, Inc.

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IB<sup>®</sup> statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2022	Class of 2021
	Entrance <sup>5</sup> Rate (%)	Persistence <sup>6</sup> Rate (%)
Female	92.2	95.5
Male	82.4	95.0
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	88.7	94.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	68.0	85.0
Students with Disabilities	60.0	95.2
District	87.2	95.2
State	66.1	87.7

<sup>5</sup> 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.

<sup>6</sup> 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 2022-23

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.7	75	50.0	50	100.0	63.9
	High Needs Students	60.0	75	40.0	50	80.0	54.1
Math Performance Index	All Students	71.7	75	47.8	50	95.6	59.7
	High Needs Students	55.0	75	36.7	50	73.3	48.9
Science Performance Index	All Students	74.9	75	50.0	50	99.9	61.6
	High Needs Students	59.0	75	39.3	50	78.6	51.1
ELA Academic Growth	All Students	59.8%	100%	59.8	100	59.8	57.2%
	High Needs Students	47.5%	100%	47.5	100	47.5	52.5%
Math Academic Growth	All Students	65.9%	100%	65.9	100	65.9	61.8%
	High Needs Students	50.3%	100%	50.3	100	50.3	55.5%
Progress Toward English Proficiency	Literacy	71.2%	100%	35.6	50	71.2	55.3%
	Oral	80.9%	100%	40.4	50	80.9	56.1%
Chronic Absenteeism	All Students	10.5%	<=5%	39.0	50	78.0	20.0%
	High Needs Students	20.5%	<=5%	19.0	50	38.0	28.5%
Preparation for CCR	% Taking Courses	88.8%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	72.7%	75%	48.5	50	97.0	44.3%
On-track to High School Graduation		97.9%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		95.9%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		95.0%	94%	100.0	100	100.0	85.6%
Postsecondary Entrance (Class of 2022)		87.2%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		100.0%   42.3%	75%	28.2	50	56.4	93.0%   45.5%
Arts Access		56.3%	60%	46.9	50	93.8	54.5%
<b>Accountability Index</b>				<b>1144.8</b>	<b>1450</b>	<b>79.0</b>	

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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	60.0	15.0	16.6	
Math Performance Index Gap	75.0	55.0	20.0	18.0	
Science Performance Index Gap	75.0	59.0	16.0	17.8	
Graduation Rate Gap	94.0%	95.0%	0.0%	8.7%	N

<sup>1</sup>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.

<sup>2</sup>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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) <sup>3</sup>	
ELA	All Students	99.2
	High Needs Students	97.1
Math	All Students	99.1
	High Needs Students	97.1
Science	All Students	97.0
	High Needs Students	90.2

<sup>3</sup>Minimum 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: 52.8      State: 49.6**

# District Profile and Performance Report for School Year 2022-23

## Avon School District

### Narratives

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#### **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 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.

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, most recently hiring a Diversity and Inclusion Coordinator. Specifically, at the district level, Avon's enrollment of non-resident, and minority students is an impressive 121 students 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.

# District Profile and Performance Report for School Year 2022-23

## 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 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.