

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Avon School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	3,092
Per Pupil Expenditures	\$21,328
Total Expenditures	\$68,591,213

Expenditure data reflect the 2023-24 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 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	1,580	51.1	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	552	17.9	5.2
Black or African American	184	6.0	12.4
Hispanic or Latino of any race	277	9.0	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	152	4.9	4.8
White	1,917	62.0	45.1
English Learners/Multilingual Learners	99	3.2	11.3
Eligible for Free or Reduced-Price Meals	415	13.4	44.8
Students with Disabilities	397	12.8	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	166	10.9	20	1.2
Male	160	11.1	76	5.0
Non-Binary	0	*	0	*
Black or African American	36	21.4	16	8.5
Hispanic or Latino of any race	53	20.2	19	6.7
White	181	9.8	44	2.3
English Learners/Multilingual Learners	16	15.8	*	*
Eligible for Free or Reduced-Price Meals	90	24.7	31	6.5
Students with Disabilities	81	21.8	28	6.0
All Students - District	326	11.0	96	3.1
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 309
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	208.0
General Education Paraprofessionals	27.5
Special Education Teachers and Instructors	38.0
Special Education Paraprofessionals	91.0
District Central Office Administrators	9.0
School Level Administrators	11.0
Library/Media Specialists (Certified)	5.7
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	12.6
Counselors, Social Workers and School Psychologists	21.0
School Nurses	5.6
Other Staff Providing Non-Instructional Services/Support	125.4

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	9.2
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.7	1.4
Black or African American	11	3.6	4.9
Hispanic or Latino of any race	5	1.6	5.3
Native Hawaiian or Other Pacific Islander	1	0.3	0.1
Two or More Races	0	0.0	0.3
White	288	93.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	19	6.2	6.8
Teachers	16	6.5	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	12	*	18	*
Hispanic or Latino of any race	27	93.1	22	100.0
White	117	95.9	143	97.9
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	26	96.3	26	100.0
Students with Disabilities	23	85.2	31	96.9
All Students - District	212	95.5	245	98.8
All Students - State		89.2		95.3

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 Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	38	51.4
Emotional Disability	8	38.1
Intellectual Disability	*	*
Learning Disability	95	82.6
Other Health Impairment	67	76.1
Other Disabilities	*	*
Speech/Language Impairment	21	84.0
All Disabilities - District	235	67.7
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	82	2.7	2.9
Emotional Disability	21	0.7	1.1
Intellectual Disability	11	0.4	0.6
Learning Disability	115	3.8	6.5
Other Health Impairment	88	2.9	3.6
Other Disabilities	21	0.7	1.1
Speech/Language Impairment	33	1.1	2.0
All Disabilities	371	12.2	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	13	3.5	8.2
Private Schools or Other Settings	27	7.3	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$44,403,090	\$13,807	\$13,471
Support services - students	\$5,119,915	\$1,651	\$1,826
Support services - instruction	\$1,154,148	\$372	\$972
Support services - general administration	\$1,263,262	\$407	\$568
Support services - school based administration	\$3,163,367	\$1,020	\$1,274
Central and other support services	\$2,952,643	\$952	\$761
Operation and maintenance of plant	\$5,692,087	\$1,835	\$2,125
Student transportation services	\$3,440,605	\$1,159	\$1,695
Food services	.	.	\$10
Enterprise operations	\$1,402,096	\$452	\$219
Total	\$68,591,213	\$21,328	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$5,798,452	34.4	26.4
Instructional Aide Salaries	\$2,519,528	15.0	10.1
Other Salaries	\$721,635	4.3	10.5
Employee Benefits	\$2,351,412	14.0	13.3
Purchased Services Other Than Transportation	\$605,822	3.6	6.8
Special Education Tuition	\$3,659,982	21.7	22.8
Supplies	\$10,567	0.1	0.6
Property Services	\$120	0.0	0.4
Purchased Services For Transportation	\$1,122,915	6.7	8.7
Equipment	\$46,291	0.3	0.2
All Other Expenditures	\$704	0.0	0.1
Total	\$16,837,429	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	24.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	91.1
State	4.1
Federal	1.5
Tuition & Other	3.4

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	295	84.3	293	87.0	132	89.5
Black or African American	89	61.5	87	52.2	37	55.8
Hispanic or Latino of any race	131	68.5	131	67.0	65	70.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	87	80.0	87	74.7	31	80.1
White	997	76.8	992	73.3	439	77.5
English Learners/Multilingual Learners	105	66.5	102	67.1	32	68.8
Non-English Learners/Non-Multilingual Learners	1,501	77.5	1,495	74.7	674	78.4
Eligible for Free or Reduced-Price Meals	184	65.5	182	60.1	71	65.4
Not Eligible for Free or Reduced-Price Meals	1,422	78.2	1,415	76.0	635	79.4
Students with Disabilities	199	51.1	197	46.2	83	48.7
Students without Disabilities	1,407	80.4	1,400	78.2	623	81.9
High Needs	392	61.8	387	57.9	154	60.1
Non-High Needs	1,214	81.6	1,210	79.4	552	83.0
All Students - District	1,606	76.8	1,597	74.2	706	78.0

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	78.4	51.3	61.4	63.3	943	63.5
Curl Up	87.9	79.7	87.4	90.8	943	86.4
Push Up	66.2	54.5	80.1	83.0	942	71.0
Mile Run/PACER	88.8	59.3	48.8	54.8	940	62.8
All Tests - District	50.9	24.3	32.1	33.8	934	35.1
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	12	*
Hispanic or Latino of any race	16	*
White	134	94.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	39	87.2
Students with Disabilities	25	72.0
All Students - District	222	94.6
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	174	72.8
Male	*	*
Non-Binary	*	*
Black or African American	16	51.6
Hispanic or Latino of any race	26	51.0
White	195	72.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	23	43.4
Students with Disabilities	14	23.7
All Students - District	337	71.7
All Students - State		47.2

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.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	90.5	96.8
Male	86.0	95.8
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	86.9	96.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	75.7	95.8
Students with Disabilities	81.0	*
All Students - District	88.4	96.3
All Students - State	67.0	88.2

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.

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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.8	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	61.8	75	41.2	50	82.3	54.9
Math Performance Index	All Students	74.2	75	49.5	50	99.0	61.1
Math Performance Index	High Needs Students	57.9	75	38.6	50	77.2	50.6
Science Performance Index	All Students	78.0	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	60.1	75	40.1	50	80.2	52.1
ELA Academic Growth	All Students	66.1%	100%	66.1	100	66.1	60.6%
ELA Academic Growth	High Needs Students	54.4%	100%	54.4	100	54.4	55.7%
Math Academic Growth	All Students	75.3%	100%	75.3	100	75.3	62.3%
Math Academic Growth	High Needs Students	61.4%	100%	61.4	100	61.4	55.9%
Progress Toward English Proficiency	Literacy	66.4%	100%	33.2	50	66.4	58.7%
Progress Toward English Proficiency	Oral	76.7%	100%	38.3	50	76.7	55.7%
Chronic Absenteeism	All Students	11.0%	<=5%	38.1	50	76.1	17.2%
Chronic Absenteeism	High Needs Students	20.5%	<=5%	19.1	50	38.2	24.8%
% Taking CCR Courses	All Students	97.2%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	71.7%	75%	47.8	50	95.6	47.2%
On-track to High School Graduation	All Students	98.7%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.6%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	93.8%	94%	99.7	100	99.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	88.4%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	35.1%	75%	23.4	50	46.8	49.0%
Arts Access	All Students	57.4%	60%	47.8	50	95.7	55.1%
Accountability Index				1174.0	1450	81.0	

Physical Fitness Estimated Participation Rate - District: 97.7% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	61.8	13.2	16.9	N
Math Performance Index Gap	75.0	57.9	17.1	18.4	N
Science Performance Index Gap	75.0	60.1	14.9	18.2	N
Graduation Rate Gap	94.0%	93.8%	0.3%	8.6%	N

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.

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 (%)
ELA	All Students	99.6
ELA	High Needs Students	98.8
Math	All Students	99.3
Math	High Needs Students	98.5
Science	All Students	98.6
Science	High Needs Students	95.9

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: * **State: 50.2**

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 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 113 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.

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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.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	7.7	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	2	15.4	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	7.7	32.0
Retired	7	53.8	23.7
Teach/Admin in Other CT Dist	2	15.4	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	13		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.