

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



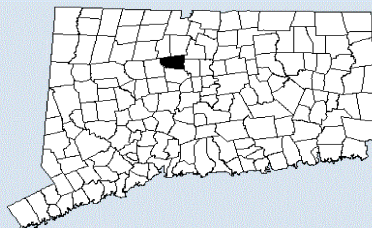
## Avon School District

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	3,152
Per Pupil Expenditures <sup>1</sup>	\$17,416
Total Expenditures <sup>1</sup>	\$58,188,420

<sup>1</sup>Expenditure data reflect the 2017-18 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 2018-19 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 [edsight.ct.gov](http://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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,573	49.9	48.4
Male	1,579	50.1	51.6
American Indian or Alaska Native	8	0.3	0.3
Asian	603	19.1	5.2
Black or African American	158	5.0	12.8
Hispanic or Latino of any race	211	6.7	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	119	3.8	3.6
White	2,053	65.1	52.4
English Learners	110	3.5	7.6
Eligible for Free or Reduced-Price Meals	317	10.1	42.1
Students with Disabilities <sup>3</sup>	338	10.7	15.4

<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.

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	65	4.2	22	1.4
Male	73	4.7	60	3.7
Black or African American	12	7.9	17	10.3
Hispanic or Latino of any race	18	9.0	10	4.5
White	75	3.7	44	2.1
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	40	12.8	37	10.6
Students with Disabilities	35	11.1	28	7.3
District	138	4.4	82	2.5
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 153**

**Number of school-based arrests: Fewer than 6**

<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 2018-19

## Avon School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	201.4
Paraprofessional Instructional Assistants	22.8
<b>Special Education</b>	
Teachers and Instructors	33.0
Paraprofessional Instructional Assistants	72.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	10.0
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	11.6
Counselors, Social Workers and School Psychologists	17.0
School Nurses	6.2
Other Staff Providing Non-Instructional Services/Support	120.0

<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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.1
Black or African American	5	1.7	3.8
Hispanic or Latino of any race	4	1.4	3.8
Native Hawaiian or Other Pacific Islander	1	0.4	0.0
Two or More Races	0	0.0	0.1
White	277	96.2	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	10.0

### 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	*	*	*	*
Hispanic or Latino of any race	9	*	11	*
White	105	63.6	155	88.6
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	19	67.9	18	75.0
Students with Disabilities	16	50.0	14	58.3
District	162	68.4	198	87.6
State		74.5		85.2

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

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	17	37.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	86	72.9
Other Health Impairment	56	71.8
Other Disabilities	*	*
Speech/Language Impairment	26	78.8
District	190	62.1
State		67.6

<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 2018-19

## Avon School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	46	1.5	1.9
Emotional Disturbance	14	0.4	1.1
Intellectual Disability	6	0.2	0.5
Learning Disability	118	3.7	5.5
Other Health Impairment	78	2.5	3.2
Other Disabilities	23	0.7	1.1
Speech/Language Impairment	39	1.2	1.8
All Disabilities	324	10.3	15.0

<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	12	3.7	8.2
Private Schools or Other Settings	13	4.0	5.0

<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> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$37,303,758	\$11,165	\$10,545
Support services - students	\$4,758,251	\$1,483	\$1,373
Support services - instruction	\$774,336	\$241	\$644
Support services - general administration	\$1,079,663	\$337	\$462
Support services - school based administration	\$2,907,155	\$906	\$1,007
Central and other support services	\$2,403,567	\$749	\$671
Operation and maintenance of plant	\$4,992,258	\$1,556	\$1,629
Student transportation services	\$2,928,703	\$912	\$1,231
Food services	.	.	\$13
Enterprise operations	\$1,040,728	\$324	\$157
Minor school construction	.	.	\$65
Total	\$58,188,420	\$17,416	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,984,461	33.4	29.7
Instructional Aide Salaries	\$1,447,416	12.1	9.6
Other Salaries	\$565,930	4.7	10.4
Employee Benefits	\$1,756,875	14.7	13.0
Purchased Services Other Than Transportation	\$312,858	2.6	5.5
Special Education Tuition	\$2,930,549	24.6	22.6
Supplies	\$50,219	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$848,746	7.1	8.0
Equipment	\$18,538	0.2	0.2
All Other Expenditures	\$1,034	0.0	0.1
Total	\$11,916,626	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.5	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	92.8
State	5.0
Federal	1.3
Tuition & Other	0.8

<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 2018-19

## 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	340	88.5	340	90.3	119	90.5
Black or African American	83	64.7	83	58.3	36	57.9
Hispanic or Latino of any race	119	72.3	119	66.3	53	68.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1,076	80.0	1,074	75.2	486	78.2
English Learners	108	74.4	108	73.0	34	74.3
Non-English Learners	1,575	80.9	1,573	77.2	695	78.8
Eligible for Free or Reduced-Price Meals	184	66.0	184	59.7	76	62.7
Not Eligible for Free or Reduced-Price Meals	1,499	82.3	1,497	79.1	653	80.4
Students with Disabilities	180	52.2	180	46.7	84	49.8
Students without Disabilities	1,503	83.9	1,501	80.6	645	82.3
High Needs	383	64.5	383	60.0	159	61.1
Non-High Needs	1,300	85.2	1,298	81.9	570	83.4
District	1,683	80.5	1,681	76.9	729	78.6

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	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, [click here](#).

#### 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	86.2	54.8	57.8	66.6	1,202	66.3
Curl Up	94.7	69.2	61.2	88.8	1,202	80.3
Push Up	74.5	52.5	59.5	90.8	1,202	72.9
Mile Run/PACER	93.1	68.4	62.9	78.9	1,202	76.4
All Tests - District	63.2	23.6	30.8	52.7	1,202	44.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

<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 2018-19

## Avon School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	14	*
Hispanic or Latino of any race	13	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	26	88.5
Students with Disabilities	26	76.9
District	282	96.5
State		88.3

<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 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.2	185	75.8
Male	98.6	164	74.9
Black or African American	95.0	*	*
Hispanic or Latino of any race	96.2	13	50.0
White	99.4	259	76.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.1	23	44.2
Students with Disabilities	92.9	9	16.1
District	98.9	349	75.4
State	95.9		42.6

<sup>3</sup>College 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

<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® 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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	86.7	96.7
Male	86.1	92.4
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	87.9	94.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	70.0	*
Students with Disabilities	72.0	82.6
District	86.4	94.8
State	71.0	87.8

<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 2018-19

## 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	80.5	75	50.0	50	100.0	67.7
	High Needs Students	64.5	75	43.0	50	86.0	58.1
Math Performance Index	All Students	76.9	75	50.0	50	100.0	63.1
	High Needs Students	60.0	75	40.0	50	80.0	52.7
Science Performance Index	All Students	78.6	75	50.0	50	100.0	63.8
	High Needs Students	61.1	75	40.8	50	81.5	54.2
ELA Academic Growth	All Students	70.0%	100%	70.0	100	70.0	59.9%
	High Needs Students	57.7%	100%	57.7	100	57.7	55.1%
Math Academic Growth	All Students	74.7%	100%	74.7	100	74.7	62.5%
	High Needs Students	61.8%	100%	61.8	100	61.8	55.2%
Progress Toward English Proficiency	Literacy	90.0%	100%	45.0	50	90.0	60.0%
	Oral	75.6%	100%	37.8	50	75.6	52.1%
Chronic Absenteeism	All Students	4.4%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	10.0%	<=5%	40.0	50	80.1	16.1%
Preparation for CCR	% Taking Courses	77.8%	75%	50.0	50	100.0	80.0%
	% Passing Exams	75.4%	75%	50.0	50	100.0	42.6%
On-track to High School Graduation		98.5%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.5%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		95.1%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		86.4%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		114.3%   44.2%	75%	29.5	50	58.9	96.4%   52.9%
Arts Access		60.8%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>1240.3</b>	<b>1450</b>	<b>85.5</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?					N
ELA Performance Index Gap	75.0	64.5	10.5	15.4	
Math Performance Index Gap	75.0	60.0	15.0	17.6	
Science Performance Index Gap	75.0	61.1	13.9	16.1	
Graduation Rate Gap	94.0%	95.1%	-1.1%	11.1%	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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.5
	High Needs Students	99.5
Math	All Students	99.4
	High Needs Students	99.5
Science	All Students	99.2
	High Needs Students	98.2

<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: 56.9      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## 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. 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 insure that the needs of all students are met. These same groups plan and implement specific activities to reduce 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 cultural and climate.

# District Profile and Performance Report for School Year 2018-19

## 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 the District Strategic Plan including detail by line item. The packages are submitted to Central Office Administration where a team reviews each proposed budget. The team looks for consistency between buildings in all areas including general supplies, equipment, services, professional development and finally personnel. If variances are discovered to be inequitable between buildings, funds are adjusted to reflect a fair distribution of resources.

This standardized approval process further supports quality control principles for district-wide purchasing and the equitable distribution of goods, services and personnel. This process directly supports the district's budgeting method and the subsequent execution of the approved budget.