

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



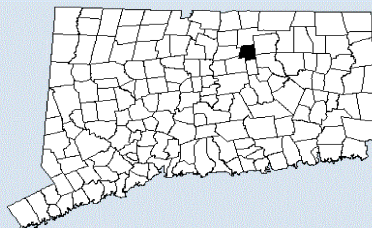
## Vernon School District

Mr. Joseph Macary, Superintendent • 860-870-6000 • [www.vernonschools.com/](http://www.vernonschools.com/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	3,224
Per Pupil Expenditures <sup>1</sup>	\$15,858
Total Expenditures <sup>1</sup>	\$56,406,796

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

## Students

### October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,584	49.1	48.4
Male	1,640	50.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	211	6.5	5.1
Black or African American	359	11.1	12.9
Hispanic or Latino	528	16.4	24.0
Pacific Islander	*	*	0.1
Two or More Races	183	5.7	2.9
White	1,938	60.1	54.8
English Learners	98	3.0	6.8
Eligible for Free or Reduced-Price Meals	1,421	44.1	35.9
Students with Disabilities <sup>1</sup>	545	16.9	14.3

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	170	11.5	105	6.7
Male	187	12.3	204	12.6
Black or African American	54	16.8	62	18.1
Hispanic or Latino	83	16.7	74	14.0
White	183	10.0	156	8.1
English Learners	10	9.3	9	8.4
Eligible for Free or Reduced-Price Meals	248	19.0	220	15.6
Students with Disabilities	119	24.7	86	14.8
District	357	11.9	309	9.7
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 206

Number of school-based arrests: 0

<sup>2</sup>A student is chronically absent if he/she misses 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>3</sup>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 2016-17

## Vernon School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	232.1
Paraprofessional Instructional Assistants	16.5
<b>Special Education</b>	
Teachers and Instructors	41.1
Paraprofessional Instructional Assistants	105.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	14.6
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	7.0
Instructional Specialists Who Support Teachers	16.5
Counselors, Social Workers and School Psychologists	24.4
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	84.1

<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	1	0.3	0.1
Asian	1	0.3	1.0
Black or African American	5	1.5	3.6
Hispanic or Latino	7	2.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	314	95.7	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	22	84.6	22	78.6
Hispanic or Latino	22	73.3	24	85.7
White	122	89.7	140	91.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	70	82.4	65	81.3
Students with Disabilities	24	82.8	31	67.4
District	179	85.6	196	87.9
State		63.6		77.5

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	36	59.0
Emotional Disturbance	16	29.6
Intellectual Disability	9	37.5
Learning Disability	148	81.3
Other Health Impairment	54	66.7
Other Disabilities	17	47.2
Speech/Language Impairment	59	84.3
District	339	66.7
State		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Vernon School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	70	2.1	1.7
Emotional Disturbance	54	1.6	1.0
Intellectual Disability	24	0.7	0.5
Learning Disability	182	5.4	4.9
Other Health Impairment	83	2.5	2.9
Other Disabilities	48	1.4	1.1
Speech/Language Impairment	83	2.5	1.8
All Disabilities	544	16.1	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	31,064,161	9,769	9,663
Instructional Supplies and Equipment	941,057	296	321
Improvement of Instruction and Educational Media Services	2,203,315	693	578
Student Support Services	3,365,114	1,058	1,103
Administration and Support Services	6,018,702	1,893	1,861
Plant Operation and Maintenance	5,994,782	1,885	1,637
Transportation	3,040,804	734	877
Costs of Students Tuitioned Out	3,242,681	N/A	N/A
Other	536,180	169	201
Total	56,406,796	15,858	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	2,383,968	750	1,749
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<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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,061,651	36.2	34.6
Noncertified Personnel	2,283,545	16.3	14.6
Purchased Services	225,688	1.6	5.8
Tuition to Other Schools	2,557,419	18.3	21.8
Special Ed. Transportation	1,657,150	11.9	8.5
Other Expenditures	2,192,282	15.7	14.7
Total Expenditures	13,977,735	100.0	100.0

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

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.0	59.3
State	35.9	37.4
Federal	2.5	2.7
Tuition & Other	0.6	0.6

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE 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 2016-17

## Vernon 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	85	70.0	85	66.0	36	50.9
Black or African American	173	57.0	172	51.1	67	45.6
Hispanic or Latino	234	57.3	234	51.6	81	46.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	65	66.1	65	59.2	21	52.2
White	998	68.3	995	64.4	423	54.6
English Learners	76	60.2	76	58.2	32	43.7
Non-English Learners	1481	65.7	1477	61.0	598	52.7
Eligible for Free or Reduced-Price Meals	696	58.5	692	53.1	276	47.0
Not Eligible for Free or Reduced-Price Meals	861	71.0	861	67.0	354	56.4
Students with Disabilities	261	48.2	259	42.0	102	40.2
Students without Disabilities	1296	68.9	1294	64.6	528	54.6
High Needs	812	58.0	808	52.9	322	46.1
Non-High Needs	745	73.5	745	69.5	308	58.8
District	1557	65.4	1553	60.9	630	52.3

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [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	10	Count	Rate (%)
Sit & Reach	85.4	90.4	91.8	81.3	860	87.4
Curl Up	90.2	86.5	91.3	89.8	860	89.4
Push Up	80.9	70.9	73.6	76.1	860	75.5
Mile Run/PACER	67.1	55.2	69.2	54.0	860	61.7
All Tests - District	55.3	45.7	56.7	43.2	860	50.6
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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 2016-17

## Vernon School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	20	70.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	96	57.3
Students with Disabilities	39	33.3
District	208	76.0
State		87.4

<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 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.8	93	41.7
Male	91.9	68	32.5
Black or African American	87.0	9	16.7
Hispanic or Latino	96.6	*	*
White	96.2	127	43.9
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	93.3	35	21.2
Students with Disabilities	72.0	*	*
District	94.9	161	37.3
State	96.1		43.5

<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
- Smarter Balanced - Level 3 or higher on both ELA and math

<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 percent.

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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	72.3	87.1
Male	61.8	83.1
Black or African American	*	*
Hispanic or Latino	*	*
White	74.4	85.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	46.7	65.7
Students with Disabilities	*	*
District	67.9	85.1
State	72.0	88.5

<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 2016-17

## Vernon 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	65.4	75	43.6	50	87.2	67.1
	High Needs Students	58.0	75	38.7	50	77.4	55.9
Math Performance Index	All Students	60.9	75	40.6	50	81.1	62.2
	High Needs Students	52.9	75	35.3	50	70.6	50.5
Science Performance	All Students	52.3	75	34.8	50	69.7	55.3
	High Needs Students	46.1	75	30.7	50	61.4	45.2
ELA Academic Growth	All Students	60.6%	100%	60.6	100	60.6	55.4%
	High Needs Students	58.6%	100%	58.6	100	58.6	49.8%
Math Academic Growth	All Students	66.4%	100%	66.4	100	66.4	61.7%
	High Needs Students	60.0%	100%	60.0	100	60.0	53.7%
Chronic Absenteeism	All Students	11.9%	<=5%	36.2	50	72.4	9.9%
	High Needs Students	18.6%	<=5%	22.8	50	45.7	15.8%
Preparation for CCR	% Taking Courses	86.8%	75%	50.0	50	100.0	70.7%
	% Passing Exams	37.3%	75%	24.8	50	49.7	43.5%
On-track to High School Graduation		80.2%	94%	42.7	50	85.3	87.8%
4-year Graduation All Students (2016 Cohort)		76.0%	94%	80.8	100	80.8	87.4%
6-year Graduation - High Needs Students (2014)		73.3%	94%	78.0	100	78.0	82.0%
Postsecondary Entrance (Class of 2016)		67.9%	75%	90.5	100	90.5	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.6%   50.6%	75%	33.7	50	67.4	92.0%   51.6%
Arts Access		56.2%	60%	46.8	50	93.6	50.5%
<b>Accountability Index</b>				<b>975.6</b>	<b>1350</b>	<b>72.3</b>	

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	73.5	58.0	15.4	16.7	
Math Performance Index Gap	69.5	52.9	16.5	18.7	
Science Performance Index Gap	58.8	46.1	12.7	16.6	
Graduation Rate Gap	94.0%	73.3%	20.7%	12.0%	Y

<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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.6
	High Needs Students	98.0
Math	All Students	98.4
	High Needs Students	97.5
Science	All Students	97.9
	High Needs Students	97.0

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 51.4**

**State: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2016-17

## Vernon School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

The Vernon Board of Education believes that the educational programs and services available in the school system are designed to provide opportunities for the academic, social, and emotional growth of our student population. Among its high priorities, the Board accepts the national challenge that academic excellence and quality education must be achieved and maintained with the fiscal parameters of the community.

The Vernon Public Schools is dedicated to improving special education programs and services to meet the needs of students with disabilities. The Vernon Preschool Collaborative serves approximately 195 students in all five elementary schools. The Renaissance Program, Team 36, The Learning Center, and the Alternative Special Education Program provide services for students who have some type of emotional disturbance impacting their ability to be successful in the general education classroom, K - 12. First Step and Second Step are the district's autism spectrum disorder programs serving students from kindergarten to grade 5. The Total Alternative Learning Center services students who require significant academic and emotional supports. The district's Next Step program provides opportunities for our 18 to 21 year old students to participate in classroom lessons on independent living and skill development and explore work opportunities. A Unified Sports program is offered for both the high school and the middle school. There is a special education representative on each School Building Leadership Team as well as co-taught classrooms, specialized professional development for reading teachers and for certified and no-certified staff. We have introduced a math interventionist to assist with SRBI and plan weekly and monthly meetings to review student data and progress toward goals.

The District employs a multi-tiered plan to prevent truancy and to reduce chronic absenteeism. We are partnered with the national consortium Attendance Works and The Connecticut Consortium on School Attendance. Each building has a Building Leadership Team that works to improve attendance with strategies and support for students and families. Vernon is one of four communities chosen to participate in collecting district data for the CT Kids Report Card. We employ a truancy counselor who partners with a social worker from the Town's Youth Service Bureau to work with families and the schools to reduce chronic absenteeism. The High School has established a Student Attendance Review Board (SARB) comprised of community members, mental health professionals, law enforcement, and adult and juvenile probation. Referrals are made to the SARB, with parents and students required to attend. The Elementary Schools participates in Unexcused Absence Project (UAP) contacting parents who do not notify the school when their child is absent. This emphasis helped lower chronic absences by 50%. At risk students are put on a "STAR" card and meet with mentors to engage in school activities and school assemblies honor students with perfect attendance. Vernon Public Schools offer a Vernon Youth night to address the importance of attendance and have received the "Right Response Grant" to train staff and police to reduce arrests that may lead to referrals to Juvenile court.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

The Town of Vernon is diverse and polarized with a higher pocket of poverty in one area of Town. With one middle school and one high school, all students come together for those seven years of their schooling. The high school recruits students for Advanced Placement courses, Early College Experience courses, and other courses that may garner college credit prior to graduation. All grade 10 and 11 students take the PSAT free of charge. Students have participated in the Youth Empowerment Summit on Diversity. The high school has a Unity Team to bring pride to the school and an International Club that celebrates cultures and backgrounds from around the world. The LinkCrew is a student-service organization that develops student leadership and community mindedness in a wide range of students. All students in grades K – 8 engage in the Second Step curriculum which teaches social skills. Students have alternative educational options such as Magnet Schools, Open Choice and Charter Schools. ESL programs are offered at several schools and a translation feature on our website for non-English speaking families. Vernon participates in minority teacher recruitment and Charitable Trusts and Enrichment Programs. Elementary schools conduct Family Math and Literacy Nights, after-school activities and writing celebrations in addition to Interdistrict programs with outside districts. All initiatives are systemic in Vernon ensuring that each student has access to the same rigorous curriculum and resources.

# District Profile and Performance Report for School Year 2016-17

## Vernon School District

### **Equitable Allocation of Resources among District Schools**

The district now has a common curriculum guaranteed for every student. Curriculum resources are purchased by the central office ensuring equitable allocation of those resources. The elementary principals plan their budget together and determine where the need is and budget for it. All initiatives are systemic in Vernon ensuring that each student, K – 12, will have access to the same rigorous curriculum. Each student shall be given equitable access to education and Student Technology Resources are available at all schools at all grade levels.

Community members have access to any and all communication media, newsletters, periodicals, advisory services and representation in actions affecting education in general and the public schools in particular. All Schools have a Governance Council which provides input to the principal and the building leadership team on the school improvement plan and other initiatives in the school. Schools provide portal access to parents and families for the ASPEN Student Information System and sponsor monthly newsletters to recognize students and families. Staff and parents participate in the Parent Teacher Organizations and the PTO newsletters.