

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



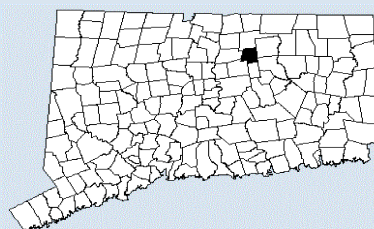
Vernon School District

Mr. Joseph Macary, Superintendent • 860-870-6000 • www.vernonschools.com/

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	3,204
Per Pupil Expenditures ¹	\$15,118
Total Expenditures ¹	\$55,179,777

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2015-16 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.

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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,580	49.3	48.3
Male	1,624	50.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	208	6.5	4.9
Black or African American	359	11.2	12.8
Hispanic or Latino	466	14.5	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	2,027	63.3	55.9
English Learners	105	3.3	6.4
Eligible for Free or Reduced-Price Meals	1,404	43.8	38.0
Students with Disabilities ¹	508	15.9	13.7

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	143	9.7	104	6.6
Male	160	10.4	204	12.4
Black or African American	39	11.8	72	19.9
Hispanic or Latino	66	14.8	63	12.6
White	163	8.5	158	7.8
English Learners	15	13.8	*	*
Eligible for Free or Reduced-Price Meals	196	15.7	229	15.4
Students with Disabilities	103	21.2	76	13.1
District	303	10.0	308	9.5
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 229

Number of school-based arrests: 0

²A 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.

³The 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 2015-16

Vernon School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	224.7
Paraprofessional Instructional Assistants	87.3
Special Education	
Teachers and Instructors	45.3
Paraprofessional Instructional Assistants	93.4
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	13.2
Library/Media	
Specialists (Certified)	1.0
Support Staff	9.0
Instructional Specialists Who Support Teachers	15.3
Counselors, Social Workers and School Psychologists	23.4
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	137.2

¹In 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	2	0.6	1.0
Black or African American	6	1.8	3.5
Hispanic or Latino	8	2.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	316	94.9	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.3	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	19	73.1	15	*
Hispanic or Latino	20	74.1	15	*
White	134	93.1	129	94.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	53	84.1	52	88.1
Students with Disabilities	22	68.8	29	93.5
District	182	87.5	169	91.8
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	30	51.7
Emotional Disturbance	22	38.6
Intellectual Disability	7	35.0
Learning Disability	141	87.0
Other Health Impairment	42	64.6
Other Disabilities	21	55.3
Speech/Language Impairment	74	88.1
District	337	69.6
State		68.8

⁴Ages 6-21

District Profile and Performance Report for School Year 2015-16

Vernon School District

Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	63	1.9
Emotional Disturbance	57	1.7
Intellectual Disability	20	0.6
Learning Disability	162	4.8
Other Health Impairment	66	2.0
Other Disabilities	45	1.3
Speech/Language Impairment	98	2.9
All Disabilities	511	15.2

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	31,307,291	9,606	9,387
Instructional Supplies and Equipment	1,005,574	309	318
Improvement of Instruction and Educational Media Services	2,633,597	808	541
Student Support Services	3,401,982	1,044	1,048
Administration and Support Services	5,045,363	1,548	1,790
Plant Operation and Maintenance	5,069,725	1,556	1,608
Transportation	3,032,148	723	845
Costs of Students Tuitioned Out	3,153,198	N/A	N/A
Other	530,899	163	194
Total	55,179,777	15,118	15,762

Additional Expenditures

Land, Buildings, and Debt Service	2,425,021	744	1,524

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

Special Education Expenditures: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	4,904,930	36.9
Noncertified Personnel	2,298,325	17.3
Purchased Services	217,897	1.6
Tuition to Other Schools	2,441,188	18.4
Special Ed. Transportation	1,614,209	12.2
Other Expenditures	1,802,770	13.6
Total Expenditures	13,279,319	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.9	58.2
State	36.6	38.2
Federal	2.7	2.9
Tuition & Other	0.7	0.8

⁴Revenue 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 2015-16

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	*	*	*	*	0	N/A
Asian	94	64.1	94	60.5	41	54.9
Black or African American	176	55.8	176	50.5	82	47.8
Hispanic or Latino	227	56.5	226	50.1	94	47.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	16	*
White	1011	66.3	1008	60.6	398	56.5
English Learners	63	53.2	63	52.1	23	40.9
Non-English Learners	1502	63.8	1498	58.0	608	54.2
Eligible for Free or Reduced-Price Meals	715	57.3	712	51.2	283	48.0
Not Eligible for Free or Reduced-Price Meals	850	68.5	849	63.2	348	58.3
Students with Disabilities	282	46.5	279	39.9	111	38.7
Students without Disabilities	1283	67.0	1282	61.6	520	56.9
High Needs	833	56.5	829	50.5	319	47.8
Non-High Needs	732	71.1	732	65.9	312	59.7
District	1565	63.3	1561	57.7	631	53.7

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.2	70.2	94.3	86.6	849	84.0
Curl Up	86.0	73.2	90.6	87.7	849	83.9
Push Up	83.5	69.8	74.0	77.1	849	76.2
Mile Run/PACER	62.1	52.3	62.0	55.9	849	58.1
All Tests - District	55.6	41.3	56.3	52.0	849	51.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The 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.

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

District Profile and Performance Report for School Year 2015-16

Vernon School District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	30	70.0	81.8	No	83.3
Hispanic or Latino	30	73.3	82.1	No	83.6
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	100	77.0	73.1	Yes	75.7
Students with Disabilities	46	60.9	69.1	No	72.2
District	244	84.4	85.8	No	86.8
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.7	82	38.9
Male	91.7	65	35.9
Black or African American	83.3	*	*
Hispanic or Latino	95.5	*	*
White	96.4	128	45.6
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	93.4	17	13.9
Students with Disabilities	*	*	*
District	94.4	147	37.5
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	61.8	92.0
Male	53.2	88.5
Black or African American	45.0	*
Hispanic or Latino	34.8	*
White	61.1	94.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	44.9	71.8
Students with Disabilities	24.2	*
District	57.3	90.4
State	71.9	88.3

⁷College 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.

⁸College 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 2015-16

Vernon School District

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	63.3	75	42.2	50	84.5	67.7
	High Needs Students	56.5	75	37.7	50	75.4	56.7
Math Performance Index	All Students	57.7	75	38.5	50	77.0	61.4
	High Needs Students	50.5	75	33.7	50	67.4	49.9
Science Performance Index	All Students	53.7	75	35.8	50	71.6	57.5
	High Needs Students	47.8	75	31.9	50	63.7	47.0
ELA Academic Growth	All Students	60.7%	100%	60.7	100	60.7	63.8%
	High Needs Students	56.0%	100%	56.0	100	56.0	58.3%
Math Academic Growth	All Students	66.1%	100%	66.1	100	66.1	65.0%
	High Needs Students	61.3%	100%	61.3	100	61.3	57.4%
Chronic Absenteeism	All Students	10.0%	<=5%	39.9	50	79.8	9.6%
	High Needs Students	15.5%	<=5%	29.0	50	58.1	15.6%
Preparation for CCR	% Taking Courses	89.5%	75%	50.0	50	100.0	67.6%
	% Passing Exams	37.5%	75%	25.0	50	50.0	40.7%
On-track to High School Graduation		81.6%	94%	43.4	50	86.8	85.1%
4-year Graduation All Students (2015 Cohort)		84.4%	94%	89.8	100	89.8	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		76.1%	94%	81.0	100	81.0	78.6%
Postsecondary Entrance (Class of 2015)		57.3%	75%	76.4	100	76.4	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.3% 51.0%	75%	34.0	50	68.0	89.2% 50.5%
Arts Access		54.8%	60%	45.7	50	91.4	47.5%
Accountability Index				978.0	1350	72.4	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	71.1	56.5	14.6	16.5	
Math Performance Index Gap	65.9	50.5	15.4	18.9	
Science Performance Index Gap	59.7	47.8	11.9	17.2	
Graduation Rate Gap	94.0%	76.1%	17.9%	15.3%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.2
	High Needs Students	97.6
Math	All Students	98.0
	High Needs Students	97.2
Science	All Students	99.2
	High Needs Students	98.5

³Minimum 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: 47.7

State: 51.4

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 2015-16

Vernon School District

Narratives

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 2015-16

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 and co