

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



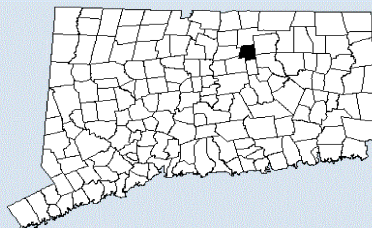
## Vernon School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	3,137
Per Pupil Expenditures <sup>1</sup>	\$16,860
Total Expenditures <sup>1</sup>	\$57,929,728

<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	1,519	48.4	48.4
Male	1,618	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	201	6.4	5.2
Black or African American	343	10.9	12.8
Hispanic or Latino of any race	600	19.1	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	210	6.7	3.6
White	1,777	56.6	52.4
English Learners	102	3.3	7.6
Eligible for Free or Reduced-Price Meals	1,623	51.7	42.1
Students with Disabilities <sup>3</sup>	534	17.0	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	120	8.3	87	5.4
Male	141	9.2	163	9.5
Black or African American	26	8.1	48	12.7
Hispanic or Latino of any race	78	13.4	65	9.9
White	116	6.8	115	6.3
English Learners	12	10.9	6	5.0
Eligible for Free or Reduced-Price Meals	205	12.7	191	10.5
Students with Disabilities	94	18.6	84	13.1
District	261	8.7	250	7.6
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 178**

**Number of school-based arrests: 11**

<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

## Vernon School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	223.1
Paraprofessional Instructional Assistants	17.0
<b>Special Education</b>	
Teachers and Instructors	39.4
Paraprofessional Instructional Assistants	96.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.3
School Level	15.3
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	7.0
Instructional Specialists Who Support Teachers	17.0
Counselors, Social Workers and School Psychologists	24.6
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	140.6

<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	2	0.6	1.1
Black or African American	5	1.5	3.8
Hispanic or Latino of any race	8	2.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	305	93.6	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	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	23	82.1	21	77.8
Hispanic or Latino of any race	21	87.5	19	90.5
White	115	94.3	127	90.7
English Learners	*	*	8	*
Eligible for Free or Reduced-Price Meals	86	89.6	71	84.5
Students with Disabilities	19	70.4	25	61.0
District	177	90.8	187	89.9
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	32	46.4
Emotional Disturbance	20	33.9
Intellectual Disability	7	26.9
Learning Disability	147	76.2
Other Health Impairment	52	57.8
Other Disabilities	11	45.8
Speech/Language Impairment	36	87.8
District	305	60.8
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

## Vernon School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	76	2.3	1.9
Emotional Disturbance	59	1.8	1.1
Intellectual Disability	26	0.8	0.5
Learning Disability	193	5.9	5.5
Other Health Impairment	93	2.8	3.2
Other Disabilities	42	1.3	1.1
Speech/Language Impairment	48	1.5	1.8
All Disabilities	537	16.3	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	39	7.3	8.2
Private Schools or Other Settings	23	4.3	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	\$31,657,844	\$9,214	\$10,545
Support services - students	\$6,648,555	\$2,154	\$1,373
Support services - instruction	\$3,183,177	\$1,031	\$644
Support services - general administration	\$2,519,173	\$816	\$462
Support services - school based administration	\$2,953,707	\$957	\$1,007
Central and other support services	\$671,247	\$218	\$671
Operation and maintenance of plant	\$6,645,778	\$2,154	\$1,629
Student transportation services	\$3,003,525	\$1,045	\$1,231
Food services	\$75,000	\$24	\$13
Enterprise operations	\$537,789	\$174	\$157
Minor school construction	\$33,934	\$11	\$65
Total	\$57,929,728	\$16,860	\$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	\$3,380,875	25.3	29.7
Instructional Aide Salaries	\$2,014,197	15.1	9.6
Other Salaries	\$2,343,220	17.6	10.4
Employee Benefits	\$207,323	1.6	13.0
Purchased Services Other Than Transportation	\$204,581	1.5	5.5
Special Education Tuition	\$3,200,646	24.0	22.6
Supplies	\$10,733	0.1	0.6
Property Services	\$18,000	0.1	0.4
Purchased Services For Transportation	\$1,858,001	13.9	8.0
Equipment	\$108,841	0.8	0.2
All Other Expenditures	.	.	0.1
Total	\$13,346,418	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.0	24.4

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

2017-18

	Percent of Total (%) Excluding School Construction
Local	59.5
State	35.8
Federal	3.7
Tuition & Other	1.1

<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

## 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	*	*	*	*	30	64.7
Black or African American	164	57.3	163	52.0	67	54.6
Hispanic or Latino of any race	298	59.8	295	54.1	99	54.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	104	68.6	103	61.7	35	61.1
White	905	69.9	901	66.0	372	68.4
English Learners	82	63.4	81	61.9	29	61.3
Non-English Learners	1,472	66.8	1,464	62.1	574	64.1
Eligible for Free or Reduced-Price Meals	857	61.1	849	56.0	297	57.1
Not Eligible for Free or Reduced-Price Meals	697	73.4	696	69.6	306	70.6
Students with Disabilities	264	45.2	259	36.9	96	45.0
Students without Disabilities	1,290	71.0	1,286	67.2	507	67.5
High Needs	946	60.4	938	55.3	330	56.6
Non-High Needs	608	76.2	607	72.7	273	72.9
District	1,554	66.6	1,545	62.1	603	64.0

#### 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	90.6	74.2	82.8	87.2	886	83.5
Curl Up	86.9	86.9	85.6	85.1	886	86.2
Push Up	79.6	79.9	77.0	81.4	886	79.5
Mile Run/PACER	78.4	54.1	54.1	58.5	886	61.7
All Tests - District	63.7	40.2	41.6	50.5	886	49.2
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

## Vernon School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	23	78.3
Hispanic or Latino of any race	39	53.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	95	67.4
Students with Disabilities	31	41.9
District	220	78.2
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	95.4	71	36.6
Male	92.3	79	37.8
Black or African American	87.3	12	21.8
Hispanic or Latino of any race	93.3	*	*
White	94.7	116	44.3
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	93.9	34	18.9
Students with Disabilities	67.6	*	*
District	93.8	150	37.2
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	75.2	86.7
Male	56.4	86.3
Black or African American	55.0	*
Hispanic or Latino of any race	*	*
White	69.2	93.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	53.7	82.1
Students with Disabilities	*	*
District	67.0	86.5
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

## 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	66.6	75	44.4	50	88.8	67.7
	High Needs Students	60.4	75	40.3	50	80.6	58.1
Math Performance Index	All Students	62.1	75	41.4	50	82.8	63.1
	High Needs Students	55.3	75	36.9	50	73.7	52.7
Science Performance Index	All Students	64.0	75	42.6	50	85.3	63.8
	High Needs Students	56.6	75	37.7	50	75.4	54.2
ELA Academic Growth	All Students	65.8%	100%	65.8	100	65.8	59.9%
	High Needs Students	62.1%	100%	62.1	100	62.1	55.1%
Math Academic Growth	All Students	64.9%	100%	64.9	100	64.9	62.5%
	High Needs Students	59.9%	100%	59.9	100	59.9	55.2%
Progress Toward English Proficiency	Literacy	74.2%	100%	37.1	50	74.2	60.0%
	Oral	58.6%	100%	29.3	50	58.6	52.1%
Chronic Absenteeism	All Students	8.7%	<=5%	42.6	50	85.1	10.4%
	High Needs Students	12.6%	<=5%	34.8	50	69.7	16.1%
Preparation for CCR	% Taking Courses	90.3%	75%	50.0	50	100.0	80.0%
	% Passing Exams	37.2%	75%	24.8	50	49.6	42.6%
On-track to High School Graduation		82.6%	94%	43.9	50	87.9	88.0%
4-year Graduation All Students (2018 Cohort)		78.2%	94%	83.2	100	83.2	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		68.0%	94%	72.3	100	72.3	83.3%
Postsecondary Entrance (Class of 2018)		67.0%	75%	89.4	100	89.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.7%   49.2%	75%	32.8	50	65.6	96.4%   52.9%
Arts Access		53.5%	60%	44.6	50	89.1	51.9%
<b>Accountability Index</b>				<b>1080.8</b>	<b>1450</b>	<b>74.5</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?					Y
ELA Performance Index Gap	75.0	60.4	14.6	15.4	
Math Performance Index Gap	72.7	55.3	17.4	17.6	
Science Performance Index Gap	72.9	56.6	16.3	16.1	
Graduation Rate Gap	94.0%	68.0%	26.0%	11.1%	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.

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	99.1
	High Needs Students	98.6
Math	All Students	98.6
	High Needs Students	97.9
Science	All Students	98.4
	High Needs Students	97.8

<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: 50.6      State: 51.5**

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

## Vernon School District

### Narratives

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

Vernon Public Schools believes that the educational programs and services available in the district provide opportunities for the academic, social, and emotional growth of our student population. Our district improvement plan and aligned school improvement plans along with parent & community outreach activities highlight our efforts to strengthen student learning outcomes.

**Truancy Prevention.** The District Attendance Team meets monthly to review district data and discuss strategies to support families. Schools work collaboratively with families to identify the root cause of absences, problem solve and identify proactive strategies to support the student. . A mentor program has been established at Vernon Center Middle School to support at-risk students for chronic absenteeism. . School staff, including family liaisons have connected families to community resources such as Cornerstone Foundation, Vernon Social Services, Vernon Youth Services, Hockanum Valley Community Council (HVCC), YMCA, ECHN Family Resource Center and the Rockville Public Library.

Through regular communication VPS has strengthened its relationship with the Vernon Social Services department to provide needed supports to all families.

Efforts to build staff skills to partner effectively with all families. Select Administrative Council meetings dedicated to professional learning on family engagement.

Thirty-six staff members have been trained in the Parent Teacher Home Visit model within the district. This is being piloted at the elementary level.

The entire District Climate and Engagement Team attended the State Family Engagement Conference to help build capacity within the district.

District Climate and Engagement Team members attended the SERC Dismantling Systemic Racism conference and a four part workshop series on race presented by Dr. Darren Graves. District Climate and Engagement Team participated in a book study utilizing "Why Are All the Black Kids Sitting Together in the Cafeteria?" These efforts are being implemented to help build equitable practices within district.

Family liaisons meet monthly as a professional learning group to network, develop new strategies and build capacity to support family engagement within the school.

District Climate and Engagement Team along with the Administrative Council had training on engaging male figures within our schools.

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

Vernon is a diverse community with five elementary schools, one middle school and one high school. Rockville High School recruits students for Advanced Placement courses, Early College Experience (ECE) courses, and other courses that may garner college credit prior to graduation. All grade 10 and 11 students take the PSAT. 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 social awareness 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. Our updated website offers many family-friendly functions including a translation feature for non-English speaking families. Our middle school and elementary schools offer afterschool activities aimed at strengthening our school and family partnerships. Vernon has provided extensive professional learning in curriculum writing and implementation ensuring that all students have access to the same rigorous curriculum and resources.

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

## Vernon School District

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

The Vernon Public School district has a common curriculum guaranteed for every student. All curriculum resources are located on the secure staff portal ensuring equitable access among all classrooms. The elementary principals collaboratively plan their budgets to ensure equity among resources. 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.