

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

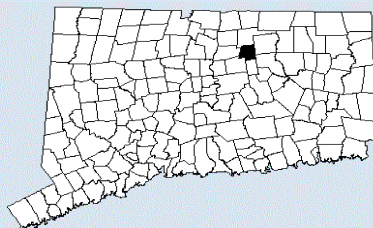


Vernon School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	3,151
Per Pupil Expenditures ¹	\$16,668
Total Expenditures ¹	\$57,522,633

¹ Expenditure data reflect the 2018-19 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 2019-20 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 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,541	48.9	48.4
Male	1,610	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	205	6.5	5.2
Black or African American	344	10.9	12.7
Hispanic or Latino of any race	641	20.3	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	232	7.4	3.8
White	1,721	54.6	51.1
English Learners	117	3.7	8.3
Eligible for Free or Reduced-Price Meals	1,702	54.0	43.3
Students with Disabilities ³	544	17.3	16.0

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

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	145	9.7	88	5.4
Male	134	8.7	112	6.6
Black or African American	37	11.5	42	11.6
Hispanic or Latino of any race	82	13.4	63	9.1
White	127	7.6	79	4.4
English Learners	9	7.3	10	7.7
Eligible for Free or Reduced-Price Meals	211	12.9	164	8.7
Students with Disabilities	98	19.3	68	10.9
District	279	9.2	200	6.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 235

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	230.4
Paraprofessional Instructional Assistants	17.0
Special Education	
Teachers and Instructors	38.3
Paraprofessional Instructional Assistants	97.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.3
School Level	15.1
Library/Media	
Specialists (Certified)	1.0
Support Staff	8.0
Instructional Specialists Who Support Teachers	11.8
Counselors, Social Workers and School Psychologists	26.8
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	158.5

¹ 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	2	0.6	1.2
Black or African American	7	2.1	4.0
Hispanic or Latino of any race	11	3.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	310	93.9	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	16	*	26	89.7
Hispanic or Latino of any race	19	76.0	25	92.6
White	129	95.6	124	92.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	73	84.9	93	89.4
Students with Disabilities	21	72.4	33	70.2
District	177	91.2	195	92.4
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	40	48.2
Emotional Disturbance	19	34.5
Intellectual Disability	9	32.1
Learning Disability	145	70.7
Other Health Impairment	56	66.7
Other Disabilities	8	36.4
Speech/Language Impairment	31	88.6
District	308	60.2
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	87	2.6	2.0
Emotional Disturbance	55	1.7	1.1
Intellectual Disability	28	0.8	0.5
Learning Disability	205	6.2	5.7
Other Health Impairment	84	2.5	3.3
Other Disabilities	37	1.1	1.1
Speech/Language Impairment	42	1.3	1.8
All Disabilities	538	16.3	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	42	7.8	8.2
Private Schools or Other Settings	16	3.0	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$30,667,676	\$8,887	\$10,923
Support services - students	\$6,785,267	\$2,179	\$1,277
Support services - instruction	\$2,553,981	\$820	\$682
Support services - general administration	\$3,197,917	\$1,027	\$467
Support services - school based administration	\$3,119,104	\$1,002	\$1,021
Central and other support services	\$1,317,326	\$423	\$679
Operation and maintenance of plant	\$6,264,766	\$2,012	\$1,718
Student transportation services	\$3,050,042	\$1,295	\$1,288
Food services	\$42,306	\$14	\$12
Enterprise operations	\$509,599	\$164	\$163
Minor school construction	\$14,650	\$5	\$59
Total	\$57,522,633	\$16,668	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,311,509	25.5	28.5
Instructional Aide Salaries	\$1,940,496	14.9	10.1
Other Salaries	\$2,295,797	17.7	11.1
Employee Benefits	\$140,800	1.1	13.0
Purchased Services Other Than Transportation	\$349,979	2.7	5.7
Special Education Tuition	\$2,976,699	22.9	22.5
Supplies	\$53,110	0.4	0.6
Property Services	\$8,000	0.1	0.3
Purchased Services For Transportation	\$1,888,276	14.5	8.0
Equipment	\$17,133	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$12,981,799	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.6	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	59.8
State	36.4
Federal	2.9
Tuition & Other	1.0

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	30	66.7
Hispanic or Latino of any race	21	76.2
English Learners	11	*
Eligible for Free or Reduced-Price Meals	105	74.3
Students with Disabilities	38	55.3
District	210	85.2
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	74.0	86.8
Male	67.5	81.8
Black or African American	61.9	*
Hispanic or Latino of any race	*	*
White	71.4	85.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.2	77.3
Students with Disabilities	54.5	*
District	70.9	85.0
State	71.5	87.5

³ 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.

⁴ College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	78.7%	100%	60.4%
	Oral	73.3%	100%	57.6%
Chronic Absenteeism	All Students	9.2%	<=5%	12.2%
	High Needs Students	12.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	91.9%	75%	80.4%
On-track to High School Graduation		86.8%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		85.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		68.8%	94%	84.5%
Postsecondary Entrance (Class of 2019)		70.9%	75%	71.5%
Arts Access		57.0%	60%	51.8%

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	68.8%	25.3%	10.9%	Y

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

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. 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 support to all families. Efforts to build staff skills to partner effectively with all families include holding family conferences preK-12. Select Administrative Council meetings dedicated to professional learning on family engagement. The entire District Climate and Engagement Team attended the State Family Engagement Conference to help build capacity within the district to meet the needs of all families. These efforts are being implemented to help build equitable practices within the district. SeeSaw was implemented at the elementary level as a home-school communication tool. The summers of 2019 and 2020 one book family literacy programs were held at the elementary level. Family engagement activities were held in the summer of 2019 in a local park that included family literacy, family yoga and family science. Laugh and Learn is an opportunity for caregivers and children ages 1-5 to participate in fun and interactive activities. This program is held in partnership with the Vernon ECHN Family Development Center at a community site. After March 2020 the program moved to a virtual format allowing families to still connect and provide learning experiences for their children. The district provides ongoing parent workshops through Peace at Home through live and recorded webinar sessions. The sessions focus on the social, emotional and behavioral well-being of children. The Ready Set School Fair is an opportunity for families of children ages 2-5 to learn of resources within the community, get information about preschool opportunities and register for kindergarten and this year over 350 participants were in attendance.

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 website offers many family-friendly functions including a translation feature for non-English speaking families. The district also utilizes a phone translation and in-person translation services as needed. Vernon has provided extensive professional learning in curriculum writing and implementation ensuring that all students have access to the same rigorous curriculum and resources. The District Climate and Engagement Team participated in a book study utilizing Waking Up White and reflected on current practices to ensure schools are welcoming to all families. Families without internet were connected to low-cost internet options in the spring to ensure connectivity to school. The weekend backpack program provided 55 students with food for the weekend September through March. March to present, families have been connected to community resources (Cornerstone Foundation and HVCC) to ensure families have access to food.

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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. All families have access to the Family School and Community Partnership Center.