

**STRATEGIC SCHOOL PROFILE 2011-12****Vernon School District**

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Location: 30 Park Street

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Vernon,  
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Tolland

Town Population in 2000: 28,063

1990-2000 Population Growth: -6%

Number of Public Schools: 7

Per Capita Income in 2000: \$25,150

Percent of Adults without a High School Diploma in 2000\*: 15.1%

Percent of Adults Who Were Not Fluent in English in 2000\*: 1.3%

District Enrollment as % of Estimated. Student Population: 94.6%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011      3,568  
5-Year Enrollment Change      -5.7%

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,297	36.4	42.1	35.2
K-12 Students Who Are Not Fluent in English	88	2.6	3.8	5.6
Students Identified as Gifted and/or Talented*	67	1.9	3.9	4.0
PK-12 Students Receiving Special Education Services in District	423	11.9	12.6	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	174	60.4	77.0	79.8
Homeless	7	0.2	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	78	17.3	12.0	13.0

\*0.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	17	0.5
Asian American	191	5.4
Black	491	13.8
Hispanic	414	11.6
Pacific Islander	0	0.0
White	2,429	68.1
Two or more races	26	0.7
Total Minority	1,139	31.9

**Percent of Minority Professional Staff:** 5.2%

**Open Choice:**

15 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

6.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 25.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Schools in Vernon continue to provide a variety of programs and experiences which are designed to reduce racial, ethnic and economic isolation. The administration of the Vernon Public Schools is continually encouraged with the positive response to such efforts. Curriculum initiatives reflect the study of multiculturalism, particularly in the areas of language arts, social studies, world languages, and the arts. Additionally, an awareness and celebration of the district's cultural diversity is best reflected in annual events such as the "International Tea" and "Taste of Languages." The district has been a long time participant in Project Open Choice and during the 2011-12 school year was committed to an enrollment of 14 students at Lake Street, Vernon Center Middle, and Rockville High Schools. During the 2011-12 school year, the district also supported Public School Choice transfers for 58 students under No Child Left Behind. The Vernon Public Schools continue to be a member of the CREC Minority Teacher Recruitment program and actively seek minority applicants for both administrative and teaching positions within the district. Despite these efforts the success in attracting new minority educators has met with somewhat limited success, although it is still a major priority of the district's administrators. Finally, each of our district's seven schools has maintained efforts to increase the number of learning activities offered to students, which are primarily designed to promote diversity.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	59.0	59.2	33.1
Writing	59.1	62.7	28.1
Mathematics	64.2	66.5	29.4
Grade 4 Reading	55.4	64.1	16.9
Writing	60.2	65.3	20.6
Mathematics	61.3	68.0	19.4
Grade 5 Reading	61.5	67.6	20.5
Writing	60.1	68.1	23.2
Mathematics	65.6	71.6	20.8
Science	56.3	63.9	17.3
Grade 6 Reading	62.0	74.1	15.1
Writing	46.4	67.4	9.6
Mathematics	53.6	69.3	13.3
Grade 7 Reading	76.3	79.8	23.9
Writing	54.9	65.6	14.3
Mathematics	60.2	68.1	20.6
Grade 8 Reading	70.7	76.8	21.4
Writing	56.1	68.3	16.3
Mathematics	61.1	67.2	26.4
Science	52.7	61.9	21.3

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	35.5	47.5	23.3
Writing Across the Disciplines	48.7	63.0	20.1
Mathematics	39.5	49.2	28.6
Science	39.9	47.1	32.8

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	57.5	50.6	66.0

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.8	77.3	
Average Score	Mathematics	485	505	28.2
	Critical Reading	493	502	37.4
	Writing	510	506	50.4

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	81.7	82.7	26.3
2010-11 Annual Dropout Rate for Grade 9 through 12	3.3	2.6	17.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	80.4	84.5
% Employed (Civilian Employment and in Armed Services)	16.3	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	246.20
Paraprofessional Instructional Assistants	43.96
Special Education	
Teachers and Instructors	47.75
Paraprofessional Instructional Assistants	68.34
Library/Media Specialists and/or Assistants	9.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	10.10
School Level	12.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	10.50
Counselors, Social Workers, and School Psychologists	23.00
School Nurses	7.94
Other Staff Providing Non-Instructional Services and Support	154.41

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.4	13.9
% with Master's Degree or Above	77.5	79.5	79.6

Average Class Size	District	DRG	State
Grade K	17.6	18.7	18.5
Grade 2	20.4	19.3	19.7
Grade 5	20.0	21.1	21.6
Grade 7	17.3	20.3	20.3
High School	19.8	19.4	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	975	989	993
Middle School	1,005	1,012	1,024
High School	1,169	1,013	1,024

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.1	3.4	2.8
Middle School	2.1	2.4	2.2
High School	2.2	2.1	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$29,030	\$8,073	\$8,464	\$8,467	\$8,469
Instructional Supplies and Equipment	\$1,376	\$383	\$267	\$222	\$271
Improvement of Instruction and Educational Media Services	\$2,738	\$761	\$487	\$406	\$482
Student Support Services	\$3,303	\$919	\$901	\$999	\$901
Administration and Support Services	\$4,054	\$1,127	\$1,468	\$1,417	\$1,490
Plant Operation and Maintenance	\$5,600	\$1,557	\$1,471	\$1,459	\$1,463
Transportation	\$2,824	\$620	\$735	\$732	\$724
Costs for Students Tuitioned Out	\$3,043	N/A	N/A	N/A	N/A
Other	\$553	\$154	\$165	\$166	\$165
<b>Total</b>	<b>\$52,521</b>	<b>\$13,803</b>	<b>\$14,238</b>	<b>\$14,111</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$4,288	\$1,192	\$1,290	\$1,057	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$11,805,317	22.5	22.7	21.7

**Revenue Sources, % of Expenditures from Source.** 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	57.3	33.3	8.6	0.7
Excluding School Construction	58.1	31.8	9.3	0.8

## EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Vernon Public schools provides resources across the district based on the needs of the student population. Resources such as textbooks and most consumable instructional supplies are purchased by the district and distributed to the schools according to pupil need. At the current time, we are investigating the equitable allocation of the following resources: experienced teachers, specialized staffing (e.g. reading specialist, music teacher), library books, technology, and funding to increase the outside of school experiences of our students. Vernon is a microcosm of the “two Connecticut.” One side of town has a very low percent of students who are eligible for free or reduced lunch (18%), while the other side of our town has poverty rates from as low as 45% to as high as 66%. The equitable allocation of resources is something to which the board is committed. More movement towards equity between schools will be evidenced in the board’s 2013-2014 proposed budget.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	425
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	39	1.1	1.3	1.2
Learning Disability	117	3.2	3.9	3.9
Intellectual Disability	24	0.7	0.5	0.4
Emotional Disturbance	48	1.3	1.2	1.0
Speech Impairment	99	2.7	2.3	2.1
Other Health Impairment*	59	1.6	2.5	2.2
Other Disabilities**	39	1.1	1.2	1.0
<b>Total</b>	<b>425</b>	<b>11.8</b>	<b>12.9</b>	<b>11.7</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	56.7	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	10.4	5.1

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	24.3	36.0	64.1	70.4
	Writing	11.2	21.5	56.2	66.3
	Mathematics	18.4	31.8	61.1	68.4
	Science	21.1	23.0	54.6	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	35.5	47.5
	Writing Across the Disciplines	N/A	N/A	48.7	63.0
	Mathematics	4.2	15.4	39.5	49.2
	Science	12.0	13.6	39.9	47.1

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	49.8
	% With Accommodations	50.2
CAPT	% Without Accommodations	51.3
	% With Accommodations	48.7
% Assessed Using Skills Checklist		10.6

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	10	2.4
Private Schools or Other Settings	27	6.4

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	298	70.1	68.0	72.1
40.1 to 79.0 Percent of Time	73	17.2	16.4	16.3
0.0 to 40.0 Percent of Time	54	12.7	15.6	11.7

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Vernon Public Schools have been most aggressive in developing and implementing School Instructional Plans and a District Improvement Plan based upon the results of student achievement data and aligned with its mission and goals. **DISTRICT MISSION STATEMENT:** The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society. **GOALS** 1. Build and improve relationships and partnerships with family and community 2. Increase the achievement of every student through high quality curriculum, instruction and assessment. 3. Promote safe environments that are socially, emotionally, and physically conducive to learning. The Vernon Public Schools (VPS) believes in the systemic nature of the work and strives for focus and coherence from the superintendent's office through to the student in the classroom. The district also believes that collaboration and working in teams accomplishes much more than teaching and learning in isolation. An important improvement strategy for the Vernon Public Schools is the recruitment, retention, and professional growth of highly effective teachers and administrators. Essential components to our improvement plan include providing them with the right tools: a guaranteed, viable, and rigorous curriculum; an established structure of learning; a working knowledge of highly effective teaching strategies; common assessments; and time to collaborate around curriculum, instruction, and assessment. Additionally, in order for students to be engaged, students need to be ready to learn. Our school readiness initiatives focus on closing preparation gaps, reducing summer learning loss, increasing student attendance, and supporting students' social-emotional needs. Of significance in 2011-12 was the work of a full-time truancy counselor to identify students who had attendance issues and work with them and their families to improve attendance. Working in partnership with Vernon Youth Services, efforts to increase attendance rates and to decrease truancy have been realized. The VPS knows that parents are our students' first teachers and our most important partners. As such, parental involvement is critical to our improvement plan. Our schools have very strong and involved parent groups. To reinforce the value of these relationships, the superintendent and school administrators meet on a regular schedule with leadership from all of these valuable school organizations. One major emphasis of the Vernon Public Schools has been to work diligently to increase, whenever and wherever possible, the inclusion of all students with disabilities into the regular education classroom. Of course, to support successful inclusion programs, professional development activities have to be offered in order to assist the staff to develop and master a varied number of instructional practices. The district also has placed added emphasis to embed professional development activities into daily schedules and responsibilities through professional conversations centered on student performance, study groups, research, coaching and mentoring and data teams to name just a few. The district is also committed to a successful implementation of a Response to Intervention model which provides Scientific Research-Based Interventions for our students. The VPS collaborates with a variety of local and state organizations to accomplish the above, namely the Connecticut State Department of Education, the Connecticut Center for School Change (through the Superintendents' Network), the Vernon School Readiness Council, and the Vernon Community Network, all of whom share the goal of increasing student achievement.

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