Connecticut State Department of Education

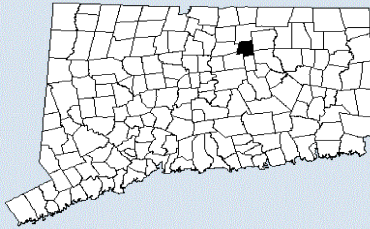# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Vernon School District

Ms. Mary Conway, Superintendent • 860-870-6000 • www.vernonschools.com/

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	3,282
Per Pupil Expenditures[1]	$14,491
Total Expenditures[1]	$53,774,982

[1]Expenditure data reflect the 2013-14 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 2015)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,603	48.8	48.3
Male	1,679	51.2	51.6
American Indian or Alaska Native	6	0.2	0.2
Asian	182	5.5	4.7
Black or African American	373	11.4	12.9
Hispanic or Latino	433	13.2	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	107	3.3	2.5
White	2,181	66.5	57.2
English Language Learners	111	3.4	6.3
Eligible for Free or Reduced-Price Meals	1,389	42.3	37.6
Students with Disabilities[1]	495	15.1	13.3

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	138	9.2	92	5.7
Male	139	8.8	220	12.9
Black or African American	39	10.8	66	17.0
Hispanic or Latino	64	15.5	61	13.2
White	155	7.7	170	7.9
English Language Learners	11	9.6	6	5.1
Eligible for Free or Reduced-Price Meals	195	15.0	219	14.4
Students with Disabilities	95	19.6	96	16.9
District	277	9.0	312	9.4
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 187

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	242.6
Paraprofessional Instructional Assistants	22.9
Special Education	
Teachers and Instructors	47.5
Paraprofessional Instructional Assistants	93.4
Administrators, Coordinators and Department Chairs	
District Central Office	7.5
School Level	18.9
Library/Media	
Specialists (Certified)	0.8
Support Staff	9.0
Instructional Specialists Who Support Teachers	15.1
Counselors, Social Workers and School Psychologists	24.6
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	136.2

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.3	0.1
Asian	3	0.8	1.0
Black or African American	6	1.7	3.5
Hispanic or Latino	8	2.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	343	95.0	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.4
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	16	*	22	84.6
Hispanic or Latino	14	*	21	80.8
White	123	95.3	162	92.6
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	49	89.1	60	87.0
Students with Disabilities	25	86.2	25	55.6
District	163	91.6	208	88.5
State		58.4		73.8

[3]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[4]

	Count	Rate (%)
Autism	31	52.5
Emotional Disturbance	19	33.9
Intellectual Disability	9	37.5
Learning Disability	130	86.1
Other Health Impairment	47	72.3
Other Disabilities	21	60.0
Speech/Language Impairment	67	91.8
District	324	70.0
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	62	1.8	1.5
Emotional Disturbance	56	1.6	1.0
Intellectual Disability	24	0.7	0.5
Learning Disability	153	4.5	4.4
Other Health Impairment	65	1.9	2.6
Other Disabilities	42	1.2	1.0
Speech/Language Impairment	98	2.9	1.9
All Disabilities	500	14.5	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	54	10.8	8.1
Private Schools or Other Settings	25	5.0	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	31,126,475	9,370	9,134
Instructional Supplies and Equipment	546,062	164	334
Improvement of Instruction and Educational Media Services	2,359,883	710	498
Student Support Services	3,517,209	1,059	1,001
Administration and Support Services	4,663,387	1,404	1,694
Plant Operation and Maintenance	4,851,205	1,460	1,572
Transportation	2,907,359	634	813
Costs of Students Tuitioned Out	3,271,193	N/A	N/A
Other	532,209	160	186
Total	53,774,982	14,491	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	2,469,881	743	1,272

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

Special Education Expenditures: 2013-14

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,582,969	36.0	35.1
Noncertified Personnel	2,178,552	17.1	14.2
Purchased Services	191,298	1.5	5.2
Tuition to Other Schools	2,650,538	20.8	22.0
Special Ed. Transportation	1,403,902	11.0	8.6
Other Expenditures	1,723,856	13.5	14.9
Total Expenditures	12,731,115	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	54.9	57.6
State	41.8	38.9
Federal	2.4	2.5
Tuition & Other	0.9	0.9

[4]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).

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	92	65.2	91	57.4	34	53.6
Black or African American	182	55.1	181	46.3	92	43.7
Hispanic or Latino	186	58.3	187	49.8	85	47.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1014	66.8	1010	58.3	487	57.6
English Language Learners	59	51.6	58	45.2	26	41.6
Non-English Language Learners	1461	64.7	1458	56.0	687	54.8
Eligible for Free or Reduced-Price Meals	624	56.6	628	47.9	284	48.5
Not Eligible for Free or Reduced-Price Meals	896	69.4	888	61.0	429	58.2
Students with Disabilities	254	48.0	252	38.6	119	39.2
Students without Disabilities	1266	67.4	1264	59.0	594	57.3
High Needs	734	56.0	735	47.4	335	47.1
Non-High Needs	786	71.8	781	63.3	378	60.7
District	1520	64.2	1516	55.6	713	54.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	93.6	93.2	94.8	82.0	764	91.9
Curl Up	86.7	89.5	95.3	79.7	764	88.6
Push Up	79.8	75.4	79.2	76.6	764	78.0
Mile Run/PACER	67.8	64.9	67.0	63.3	764	66.1
All Tests - District	58.4	56.5	59.4	46.1	764	56.2
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]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.

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

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	43	76.7	80.3	No	81.8
Hispanic or Latino	26	76.9	80.6	No	82.1
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	110	65.5	70.5	No	73.1
Students with Disabilities	42	52.4	66.0	No	69.1
District	299	82.3	84.7	No	85.8
State[4]		87.0			

[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. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	62.7	65	31.9
Male	51.2	55	26.3
Black or African American	31.8	*	*
Hispanic or Latino	44.2	*	*
White	64.1	106	34.9
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	37.1	12	9.7
Students with Disabilities	*	0	*
District	56.9	120	29.1
State	67.2		37.3

[5]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- 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

[6]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.
Copyright © 2015 The College Board. www.collegeboard.org
ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2015 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
Copyright © International Baccalaureate Organization 2015

College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance[7] Rate (%)	Persistence[8] Rate (%)
Female	74.0	84.3
Male	60.8	89.3
Black or African American	54.5	*
Hispanic or Latino	*	*
White	69.6	85.4
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	55.0	82.1
Students with Disabilities	27.6	*
District	67.2	86.3
State	72.6	88.8

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the first 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	64.2	75	85.5	100	85.5	67.9
	High Needs Students	56.0	75	74.6	100	74.6	56.7
Math Performance Index	All Students	55.6	75	74.1	100	74.1	59.3
	High Needs Students	47.4	75	63.2	100	63.2	47.8
Science Performance Index	All Students	54.3	75	72.4	100	72.4	56.5
	High Needs Students	47.1	75	62.8	100	62.8	45.9
Chronic Absenteeism	All Students	9.0%	<=5%	42.0	50	84.0	10.6%
	High Needs Students	14.3%	<=5%	31.5	50	63.0	17.3%
Preparation for CCR	% Taking Courses	89.8%	75%	50.0	50	100.0	66.1%
	% Passing Exams	29.1%	75%	19.4	50	38.7	37.3%
On-track to High School Graduation		81.0%	94%	43.1	50	86.2	85.6%
4-year Graduation All Students (2014 Cohort)		82.3%	94%	87.5	100	87.5	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		76.9%	94%	81.8	100	81.8	77.6%
Postsecondary Entrance (Class of 2014)		66.8%	75%	89.1	100	89.1	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		84.4% | 56.2%	75%	18.7	50	37.4	87.6% | 51.0%
Arts Access		52.5%	60%	43.7	50	87.4	45.7%
Accountability Index				**939.4**	**1250**	**75.1**	

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	71.8	56.0	15.8	17.3	
Math Performance Index Gap	63.3	47.4	15.9	19.6	
Science Performance Index Gap	60.7	47.1	13.7	17.2	
Graduation Rate Gap	92.8%	76.9%	16.0%	15.2%	Y

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

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.2
	High Needs Students	97.0
Math	All Students	96.9
	High Needs Students	96.9
Science	All Students	99.6
	High Needs Students	99.1

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: 45.7   **State: 50.1**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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. Loveland Hill School is an alternative school for students who were previously out placed. 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 .5 math intervention 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.

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 Teach Organization and the PTO newsletters and co-sp