

STRATEGIC SCHOOL PROFILE 2010-11**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.

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: 94.9%

*To view the Adult Education Program Profiles online, go to 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, 2010 3,598
 5-Year Enrollment Change -9.8%

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	1,204	33.5	40.3	34.1
K-12 Students Who Are Not Fluent in English	82	2.4	3.8	5.6
Students Identified as Gifted and/or Talented*	1	0.0	4.0	4.0
PK-12 Students Receiving Special Education Services in District	395	11.0	12.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	193	75.4	77.1	80.2
Homeless	3	0.1	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	94	20.0	13.3	13.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	26	0.7
Asian American	187	5.2
Black	462	12.8
Hispanic	405	11.3
Pacific Islander	0	0.0
White	2,510	69.8
Two or more races	8	0.2
Total Minority	1,088	30.2

Percent of Minority Professional Staff: 4.5%

Open Choice:

21 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:

6.5% 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.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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.

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 its efforts provide a variety of programs and experiences which are designed to reduce racial, ethnic and economic isolation. Curriculum initiatives reflect cultural diversity, particularly in the areas of language arts, social studies, and the arts. Annually, a very successful "Taste of Languages" program is scheduled which permits and encourages participation from the entire town community. The district has been a long time participant in Project Open Choice, and is committed to expanding this participation whenever possible, assuming, of course, that space and resources are available to support this expanded participation. For example, it is our desire to increase the number of seats offered to students at the elementary school level. The district's schools also participate in sister school partnerships with schools from other communities. 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.

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	54.9	58.4	25.0
Writing	62.7	61.1	41.0
Mathematics	55.6	63.0	19.3
Grade 4 Reading	60.4	62.5	29.4
Writing	68.3	65.5	37.2
Mathematics	65.0	67.0	29.3
Grade 5 Reading	53.7	61.4	20.2
Writing	60.5	66.8	22.7
Mathematics	65.9	72.5	23.9
Science	50.8	59.9	20.2
Grade 6 Reading	71.2	76.0	21.4
Writing	53.9	65.2	17.9
Mathematics	62.2	71.3	16.7
Grade 7 Reading	75.8	77.8	28.0
Writing	52.8	58.9	25.3
Mathematics	58.5	68.4	21.2
Grade 8 Reading	65.2	74.7	17.2
Writing	51.9	64.8	15.3
Mathematics	59.4	66.6	24.2
Science	57.5	63.1	23.6

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.

To see the NCLB Report Card for this school, go to 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	33.6	44.7	25.8
Writing Across the Disciplines	41.0	61.2	15.0
Mathematics	36.7	49.5	26.3
Science	39.3	47.0	30.1

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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
	55.5	51.0	56.6

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		71.9	70.6	
Average Score	Mathematics	491	510	31.3
	Critical Reading	496	505	35.9
	Writing	494	510	30.5

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 2010	76.7	81.8	17.6
2009-10 Annual Dropout Rate for Grade 9 through 12	3.7	2.8	12.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	81.6	84.8
% Employed (Civilian Employment and in Armed Services)	13.1	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	243.90
Paraprofessional Instructional Assistants	37.30
Special Education	
Teachers and Instructors	44.75
Paraprofessional Instructional Assistants	66.34
Library/Media Specialists and/or Assistants	10.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	10.90
School Level	12.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.50
Counselors, Social Workers, and School Psychologists	21.80
School Nurses	7.94
Other Staff Providing Non-Instructional Services and Support	147.28

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	14.8	13.9
% with Master's Degree or Above	80.4	79.6	79.0

Average Class Size	District	DRG	State
Grade K	15.8	18.3	18.4
Grade 2	18.8	19.5	19.9
Grade 5	21.0	21.7	21.2
Grade 7	16.8	19.3	20.6
High School	16.2	19.7	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	975	985	992
Middle School	1,005	1,007	1,017
High School	1,080	1,011	1,010

*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*	4.2	3.5	3.1
Middle School	2.6	2.4	2.4
High School	1.1	2.0	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$27,648	\$7,511	\$8,232	\$8,256	\$8,237
Instructional Supplies and Equipment	\$1,751	\$476	\$299	\$252	\$300
Improvement of Instruction and Educational Media Services	\$1,697	\$461	\$477	\$379	\$463
Student Support Services	\$3,073	\$835	\$875	\$945	\$872
Administration and Support Services	\$3,817	\$1,037	\$1,433	\$1,360	\$1,459
Plant Operation and Maintenance	\$4,861	\$1,321	\$1,421	\$1,418	\$1,410
Transportation	\$2,354	\$613	\$701	\$705	\$692
Costs for Students Tuitioned Out	\$2,654	N/A	N/A	N/A	N/A
Other	\$550	\$149	\$161	\$154	\$159
Total	\$48,404	\$12,655	\$13,878	\$13,783	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,817	\$1,308	\$1,622	\$1,523	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$11,199,749	23.1	23.2	21.5

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	52.8	37.4	8.8	0.9
Excluding School Construction	55.2	34.0	9.7	1.0

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 economic downturn in our state and nation, along with requirements under NCLB, has presented some challenges to equitably allocate resources among the district's schools. For the past several years, the budget appropriation authorized for the Vernon Public Schools significantly challenged the district to maintain its high quality services and programs. The fair and equitable allocation of resources has become a growing challenge, considering dwindling available resources. It has been the practice of the Vernon Board of Education and its central office administration that each school in the district should have comparable resources. Needless to say, it must also be recognized that certain factors such as expensive scientific equipment and specialized supply needs at the district's secondary schools are often inherently more expensive. Sufficient funds are budgeted so the students in each class in each school have an adequate supply of paper, pencils, textbooks, supplies, materials and access to technology. Equity in terms of staffing is also maintained based upon the Board of Education class size policy.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	394
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.8%

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	32	0.9	1.1	1.1
Learning Disability	117	3.2	3.8	3.9
Intellectual Disability	25	0.7	0.5	0.4
Emotional Disturbance	43	1.2	1.2	1.0
Speech Impairment	87	2.4	2.3	2.2
Other Health Impairment*	56	1.5	2.4	2.1
Other Disabilities**	34	0.9	1.2	0.9
Total	394	10.8	12.5	11.6

*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 2009-10 with a Standard Diploma	51.3	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	6.1	3.9

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	25.7	33.0	63.3	68.6
	Writing	12.9	19.3	58.4	63.7
	Mathematics	23.1	33.4	61.2	68.2
	Science	23.5	21.2	54.2	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	33.6	44.7
	Writing Across the Disciplines	10.0	17.3	41.0	61.2
	Mathematics	5.0	15.8	36.7	49.5
	Science	9.5	13.1	39.3	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	31.7
	% With Accommodations	68.3
CAPT	% Without Accommodations	64.0
	% With Accommodations	36.0
% Assessed Using Skills Checklist		12.5

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	4	1.0
Private Schools or Other Settings	29	7.4

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	295	74.9	69.3	74.1
40.1 to 79.0 Percent of Time	52	13.2	15.9	14.9
0.0 to 40.0 Percent of Time	47	11.9	14.8	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The following narrative was submitted by this district. Several times during the school year, district administrators and members of the professional staff present detailed reports regarding student performance to the Vernon Board of Education. 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. The district has fully embraced Connecticut's Accountability for Learning Model based upon the work of Dr. Douglas B. Reeves and the Center for Performance Assessment. The district's improvement plan is in full compliance with the Connecticut's Accountability for Learning Model and is supported by current research and best practice. The District Improvement Plan is reviewed and revised annually. The district recognizes the need to coordinate instruction not only across grade levels but also across its schools. The district also realizes the need to close the gap of achievement between its regular education and special education population. In addition, as a direct response to a recent focused monitoring report intended to decrease the number of students in all disability categories who are suspended or expelled, the district has reviewed and revised as appropriate all administrative practices and procedures. While the district has received some disappointing news regarding compliance with NCLB standards, the fact is that the district is extremely proud of its successes regarding student achievement and its continuous efforts to improve and increase student achievement. As part of its efforts to develop effective school improvement plans, it must be emphasized several times that parent involvement is critical to the success of any such improvement. 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 develop and master a varied number of instruction practices. The planning and scheduling of successful professional development activities is quite often, for a variety of reasons, a very challenging task. 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 and is using designated AARA funds in a manner which provides Scientific Research-Based Interventions for our students.
