

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



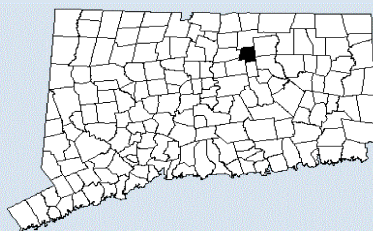
Vernon School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	3,108
Per Pupil Expenditures ¹	\$16,041
Total Expenditures ¹	\$57,026,391

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,524	49.0	48.4
Male	1,584	51.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	210	6.8	5.1
Black or African American	350	11.3	12.8
Hispanic or Latino	547	17.6	24.8
Pacific Islander	*	*	0.1
Two or More Races	186	6.0	3.3
White	1,809	58.2	53.6
English Learners	88	2.8	7.2
Eligible for Free or Reduced-Price Meals	1,361	43.8	36.7
Students with Disabilities ¹	491	15.8	14.8

¹Students 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	116	7.9	88	5.7
Male	137	9.2	170	10.6
Black or African American	38	11.1	50	13.6
Hispanic or Latino	67	12.8	63	11.1
White	116	6.7	124	6.8
English Learners	12	12.5	8	8.2
Eligible for Free or Reduced-Price Meals	177	12.2	192	11.6
Students with Disabilities	86	18.2	96	17.3
District	253	8.5	258	8.2
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 267

Number of school-based arrests: 6

²A 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.

³The 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	231.8
Paraprofessional Instructional Assistants	15.5
Special Education	
Teachers and Instructors	39.8
Paraprofessional Instructional Assistants	104.5
Administrators, Coordinators and Department Chairs	
District Central Office	4.2
School Level	15.6
Library/Media	
Specialists (Certified)	1.0
Support Staff	6.0
Instructional Specialists Who Support Teachers	17.5
Counselors, Social Workers and School Psychologists	25.8
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	112.5

¹In 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	4	1.2	3.7
Hispanic or Latino	10	3.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	319	94.7	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	10.5

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	21	72.4	23	92.0
Hispanic or Latino	17	77.3	22	95.7
White	115	83.9	127	96.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	60	76.9	72	94.7
Students with Disabilities	21	63.6	32	91.4
District	165	80.5	188	95.4
State		69.3		80.1

²College-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	23	41.1
Emotional Disturbance	22	36.1
Intellectual Disability	7	30.4
Learning Disability	129	76.3
Other Health Impairment	49	62.8
Other Disabilities	16	57.1
Speech/Language Impairment	46	88.5
District	292	62.5
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	64	1.9	1.8
Emotional Disturbance	63	1.9	1.1
Intellectual Disability	24	0.7	0.5
Learning Disability	169	5.1	5.2
Other Health Impairment	79	2.4	3.1
Other Disabilities	37	1.1	1.1
Speech/Language Impairment	64	1.9	1.8
All Disabilities	500	15.2	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	43	8.6	8.3
Private Schools or Other Settings	23	4.6	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	31,607,570	9,893	9,847
Instructional Supplies and Equipment	729,583	228	287
Improvement of Instruction and Educational Media Services	2,611,167	817	589
Student Support Services	2,837,513	888	1,120
Administration and Support Services	6,264,285	1,961	1,905
Plant Operation and Maintenance	5,898,347	1,846	1,648
Transportation	3,199,940	769	904
Costs of Students Tuitioned Out	3,243,754	N/A	N/A
Other	634,232	199	208
Total	57,026,391	16,041	16,535

Additional Expenditures

Land, Buildings, and Debt Service	4,263,198	1,334	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,130,188	35.9	33.8
Noncertified Personnel	2,565,767	17.9	14.5
Purchased Services	244,280	1.7	5.5
Tuition to Other Schools	2,610,751	18.3	23.4
Special Ed. Transportation	1,706,740	11.9	8.7
Other Expenditures	2,037,298	14.3	14.1
Total Expenditures	14,295,024	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	60.7	61.0
State	36.1	35.7
Federal	2.6	2.8
Tuition & Other	0.6	0.6

⁴Revenue 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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	82	66.8	81	68.3
Black or African American	188	55.2	188	51.6
Hispanic or Latino	246	54.7	247	49.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	78	65.8	78	58.5
White	946	68.0	945	64.8
English Learners	90	57.5	89	57.6
Non-English Learners	1454	64.5	1454	60.9
Eligible for Free or Reduced-Price Meals	734	57.3	734	53.5
Not Eligible for Free or Reduced-Price Meals	810	70.3	809	67.1
Students with Disabilities	260	44.4	259	36.7
Students without Disabilities	1284	68.1	1284	65.5
High Needs	841	56.8	840	52.8
Non-High Needs	703	72.9	703	70.1
District	1544	64.1	1543	60.7

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.9	89.1	80.4	81.5	875	84.7
Curl Up	89.8	82.3	67.3	86.7	875	80.9
Push Up	78.6	78.6	71.0	79.0	875	76.6
Mile Run/PACER	62.3	58.2	49.8	52.8	875	55.7
All Tests - District	54.0	50.5	43.3	44.6	875	48.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	31	71.0
Hispanic or Latino	32	75.0
English Learners	13	*
Eligible for Free or Reduced-Price Meals	107	64.5
Students with Disabilities	45	42.2
District	238	76.5
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.6	91	43.3
Male	93.8	71	37.0
Black or African American	88.9	9	16.7
Hispanic or Latino	95.6	*	*
White	97.0	125	46.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.8	41	26.6
Students with Disabilities	77.9	*	*
District	95.8	162	40.3
State	96.3		44.8

³College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation 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.

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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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	78.1	91.2
Male	59.3	90.5
Black or African American	58.3	*
Hispanic or Latino	48.0	*
White	74.8	90.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	57.4	82.1
Students with Disabilities	35.0	*
District	69.2	90.9
State	70.9	88.3

⁵College 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.

⁶College 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.1	75	42.8	50	85.5	67.6
	High Needs Students	56.8	75	37.9	50	75.8	57.5
Math Performance Index	All Students	60.7	75	40.4	50	80.9	62.7
	High Needs Students	52.8	75	35.2	50	70.3	52.0
ELA Academic Growth	All Students	49.3%	100%	49.3	100	49.3	60.7%
	High Needs Students	45.7%	100%	45.7	100	45.7	55.6%
Math Academic Growth	All Students	58.0%	100%	58.0	100	58.0	61.9%
	High Needs Students	53.5%	100%	53.5	100	53.5	55.4%
Chronic Absenteeism	All Students	8.5%	<=5%	42.9	50	85.9	10.7%
	High Needs Students	12.4%	<=5%	35.3	50	70.6	16.6%
Preparation for CCR	% Taking Courses	87.8%	75%	50.0	50	100.0	74.8%
	% Passing Exams	40.3%	75%	26.9	50	53.7	44.8%
On-track to High School Graduation		88.4%	94%	47.0	50	94.1	87.5%
4-year Graduation All Students (2017 Cohort)		76.5%	94%	81.4	100	81.4	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		80.0%	94%	85.1	100	85.1	81.8%
Postsecondary Entrance (Class of 2017)		69.2%	75%	92.3	100	92.3	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.8% 48.0%	75%	32.0	50	64.0	96.6% 50.1%
Arts Access		60.9%	60%	50.0	50	100.0	51.2%
Accountability Index				905.6	1250	72.4	

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?					Y
ELA Performance Index Gap	72.9	56.8	16.0	15.9	
Math Performance Index Gap	70.1	52.8	17.4	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	93.6%	80.0%	13.6%	12.7%	Y

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	98.0
Math	All Students	98.5
	High Needs Students	97.6
Science	All Students	98.0
	High Needs Students	96.9

³Minimum participation standard is 95%.

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: 51.3

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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. Our district improvement plan and parent and community outreach activities highlight work in the following areas:

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 150 students. We have created programs at the elementary and secondary levels to support students' emotional needs. In addition, we have created programs to support our students in classroom lessons on independent living and skill development as well as the opportunity to explore work opportunities. A Unified sports program is offered both at the middle and high school levels.

The district employs a multi-tiered plan to prevent truancy and reduce chronic absenteeism. We continue to partner with the national consortium Attendance Works and The Connecticut Consortium on School Attendance. All buildings have weekly attendance meetings to improve attendance with strategies and supports for students and families. We create individualized interventions with specific strategies to support improving attendance. 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. We have created a Vernon Public Schools Attendance Manual as well as a district data warehouse to allow administrators and teachers to track daily student attendance.

We have created an office of Family, School and Community Partnerships to strengthen our efforts in building staff capacity and engaging parents as equal partners in student learning. To support this work we have hired family liaisons at all buildings and have created a district climate and engagement team. We have provided training for staff on home visits and have participated in professional learning opportunities on Welcoming Walkthroughs, the state of Connecticut Family Engagement Conference, and Family Engagement book studies. Our families have participated in Welcoming Families and Welcoming University, Parent See, Peace at Home, and Laugh and Learn. In addition, parents have participated as members of our District Planning Committee. The Family, School, Community, Partnership Center established a Read to Grow site where parents can take home books to support literacy at home. All schools have offered various events aimed at providing a link to learning between the school and families.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Vernon is a diverse community with five elementary schools, one middle school and one high school. 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. 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.

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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.