

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



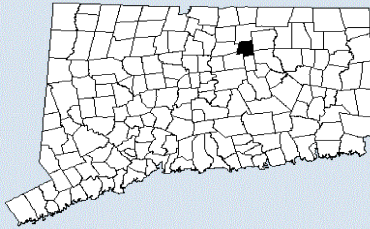
Vernon School District

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

District Information

Grade Range	PK-12
Number of Schools	12
Enrollment	3,350
Per Pupil Expenditures ¹	\$13,664
Total Expenditures ¹	\$51,458,596

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,633	48.7	48.3
Male	1,717	51.3	51.6
American Indian	6	0.2	0.2
Asian	168	5.0	4.6
Black or African American	417	12.4	12.9
Hispanic or Latino	424	12.7	21.2
Pacific Islander	0	0.0	0.0
White	2,251	67.2	58.4
Two or More Races	84	2.5	2.3
English Language Learners	89	2.7	5.7
Eligible for Free or Reduced-Price Meals	1,434	42.8	37.3
Students with Disabilities ¹	462	13.8	12.8

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	113	7.3	110	6.7
Male	115	7.2	184	10.6
Black or African American	40	10.3	75	18.1
Hispanic or Latino	50	12.9	52	12.2
White	126	5.9	153	6.7
English Language Learners	13	14.9	*	*
Eligible for Free or Reduced-Price Meals	153	11.8	206	13.9
Students with Disabilities	71	15.3	75	13.5
District	228	7.2	294	8.7
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 151

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	248.3
Paraprofessional Instructional Assistants	74.4
Special Education	
Teachers and Instructors	45.1
Paraprofessional Instructional Assistants	76.5
Administrators, Coordinators and Department Chairs	
District Central Office	10.0
School Level	13.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	8.0
Instructional Specialists Who Support Teachers	13.0
Counselors, Social Workers and School Psychologists	26.0
School Nurses	7.9
Other Staff Providing Non-Instructional Services/Support	141.2

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 (%)
Asian	3	0.8	1.0
Black or African American	4	1.1	3.5
Hispanic	6	1.6	3.6
Native American	1	0.3	0.1
White	350	96.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.8
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	0	0	*	*
White	6	3.8	12	6.3
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	6	3.0	17	6.2
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	24	49.0
Emotional Disturbance	25	35.2
Intellectual Disability	8	38.1
Learning Disability	111	83.5
Other Health Impairment	31	50.8
Other Disabilities	14	41.2
Speech/Language Impairment	73	91.3
District	286	63.7
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	56	1.6	1.4
Emotional Disturbance	71	2.0	1.0
Intellectual Disability	21	0.6	0.4
Learning Disability	134	3.8	4.2
Other Health Impairment	62	1.8	2.5
Other Disabilities	39	1.1	1.0
Speech/Language Impairment	87	2.5	1.9
All Disabilities	470	13.5	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	20	4.2	2.8
Private Schools or Other Settings	43	9.1	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	29,514,184	8,567	8,769
Instructional Supplies and Equipment	367,169	107	275
Improvement of Instruction and Educational Media Services	2,516,977	731	487
Student Support Services	3,608,125	1,047	965
Administration and Support Services	4,288,027	1,245	1,600
Plant Operation and Maintenance	4,337,025	1,259	1,472
Transportation	2,802,951	658	786
Costs of Students Tuitioned Out	3,483,152	N/A	N/A
Other	540,986	157	178
Total	51,458,596	13,664	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,662,739	773	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,207,337	34.1	35.6
Noncertified Personnel	2,007,246	16.2	14.5
Purchased Services	390,584	3.2	5.0
Tuition to Other Schools	2,888,514	23.4	21.4
Special Ed. Transportation	1,426,882	11.5	8.5
Other Expenditures	1,434,959	11.6	14.9
Total Expenditures	12,355,522	100.0	100.0

PK-12 Expenditures Used for Special Education	24.0	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	52.8	58.2
State	44.0	38.4
Federal	3.2	3.4
Tuition & Other	0.0	0.0

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	62.3	63.5	63.3	59.0	.	.	.	.
Hispanic or Latino	55.9	59.2	60.6	60.8	.	.	.	.
English Language Learners	41.8	52.2	59.5	54.8	.	.	.	.
Eligible for Free or Reduced-Price Meals	61.0	62.3	62.9	62.4	.	.	.	.
Students with Disabilities	39.0	40.3	40.5	41.1	.	.	.	.
High Needs	58.4	60.4	61.6	60.9	.	.	.	.
District	75.3	76.1	76.5	74.1	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	59.5	60.1	46.2	52.4	.	.	.	.
Hispanic or Latino	.	40.4	61.3	50.0	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	55.8	55.3	51.3	50.7	.	.	.	.
Students with Disabilities	31.4	24.9	27.8	28.9	.	.	.	.
High Needs	52.3	52.0	49.6	48.0	.	.	.	.
District	71.4	68.4	67.8	67.0	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	90.8	87.0	91.4	88.0	862	89.4
Curl Up	85.3	86.5	91.4	66.7	862	83.1
Push Up	75.6	65.5	82.8	87.5	862	77.8
Mile Run/PACER	57.1	65.0	64.2	90.6	862	68.3
All Tests - District	50.0	49.5	61.2	55.2	862	54.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	30	76.7	78.7	No	80.3
Hispanic or Latino	23	69.6	79.1	No	80.6
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	96	72.9	67.9	Yes	70.5
Students with Disabilities	35	57.1	62.8	No	66.0
District	242	81.4	83.7	No	84.7
State ⁴		85.5			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	68.7	75	33.0
Male	60.9	63	25.4
Black or African American	45.0	7	11.7
Hispanic or Latino	47.6	8	19.0
White	69.3	114	32.7
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	42.2	13	10.2
Students with Disabilities	*	*	*
District	64.6	138	29.1
State	72.9		37.6

⁵College 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	68.6	91.1
Male	62.9	74.0
Black or African American	48.0	*
Hispanic or Latino	*	*
White	69.8	85.4
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	44.9	78.8
Students with Disabilities	34.6	*
District	66.2	83.4
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

The Vernon Public Schools is guided by a District Improvement Plan which is approved by the Board of Education. The Plan is aligned with the Board's mission and goals. Each school develops its individual improvement plans to meet the needs of the school and to be aligned with the District Plan. This alignment has allowed the district to move forward in a coherent manner guaranteeing high quality teaching and learning for each child.

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 with student attending their home schools in most cases. The Renaissance Program, Team 36, The Learning Center, and the Alternative Special Education Program provide services for students who typically 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 outplaced or who may be too disruptive to remain in their home elementary and middle schools. The Total Alternative Learning Center services students who require significant academic and emotional supports who would otherwise be unsuccessful in the general education setting. Students in this program have the opportunity to participate in general education classes with or without support. The district's Next Step program, located in the community, 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 to determine what types of employment they would like to have and what employment is the best match for their interests and strengths. A Unified Sports program is offered for both high school and middle school students.

The District employs a multi-tiered plan to prevent truancy and to reduce chronic absenteeism. We are partnered with the national consortium Attendance Works. 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. Each school has an attendance team which meets weekly to monitor and address student absence. The district intervenes with families via letters, phone calls, and conferences at 3, 6, and 9 absences. Mentoring is provided through two community agencies to support student and families.

Parents and community are engaged in multiple activities to support student learning. Each school has a School Governance Council which provides input to the principal and the building leadership team on the school improvement plan and other initiatives in the school. Staff and parents participate in the Parent Teach Organization and the PTO newsletters provide activities for parents and children to do together. The schools' leadership teams have provided tips on how parents can help their children with homework. Elementary schools conduct Family Math and Literacy Nights each year. Schools have learning fairs, writing celebrations and storytellers.

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. 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. The middle and high schools have Advisory Groups which address student academic, social, and emotional growth. All grade 3 students participate in a three-day workshop with students from diverse districts. Students learn about a variety of cultures through the curriculum every day. Several schools are involved in inter-district grants with both EASTCONN and CREC. Approximately 10% of our students attend magnet schools.

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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 and resources.