

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



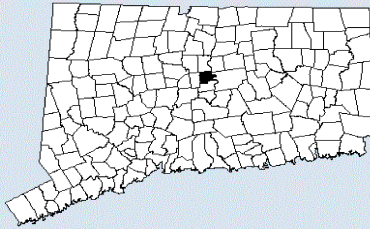
Unified School District #2

Mr. Christopher Leone, Superintendent • 860-550-6416 • <http://ct.gov/dcf>

District Information

Grade Range	K-12
Number of Schools/Programs	4
Enrollment	173
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	56	32.4	48.3
Male	117	67.6	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	53	30.6	12.8
Hispanic or Latino	53	30.6	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	57	32.9	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	149	86.1	38.0
Students with Disabilities ¹	135	78.0	13.7

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	7	13.2	8	14.3
Male	7	6.9	63	46.3
Black or African American	*	*	36	51.4
Hispanic or Latino	8	17.4	18	31.0
White	*	*	14	25.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	11	7.3	58	33.0
Students with Disabilities	9	7.7	51	35.7
District	14	9.1	71	37.0
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: 0

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	26.0
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	29.0
Paraprofessional Instructional Assistants	9.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	4.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	17.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	14.0

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	0	0.0	0.1
Asian	3	3.3	1.0
Black or African American	10	10.9	3.5
Hispanic or Latino	2	2.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	77	83.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	N/A	N/A

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	0	0.0	*	*
White	0	0.0	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	0	0
Emotional Disturbance	0	0
Intellectual Disability	N/A	N/A
Learning Disability	0	0
Other Health Impairment	0	0
Other Disabilities	0	0
Speech/Language Impairment	0	0
District	0	0
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.6
Emotional Disturbance	84	48.6	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	11	6.4	4.6
Other Health Impairment	21	12.1	2.8
Other Disabilities	14	8.1	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	135	78.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	8	*
English Learners	0	N/A	0	N/A	*	*
Non-English Learners	10	*	10	*	*	*
Eligible for Free or Reduced-Price Meals	10	*	10	*	*	*
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	*	*
Students with Disabilities	10	*	10	*	*	*
Students without Disabilities	0	N/A	0	N/A	*	*
High Needs	10	*	10	*	25	30.0
Non-High Needs	0	N/A	0	N/A	0	N/A
District	10	*	10	*	25	30.0

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	N/A	N/A	N/A
Curl Up	N/A	N/A	N/A	N/A	N/A	N/A
Push Up	N/A	N/A	N/A	N/A	N/A	N/A
Mile Run/PACER	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - District	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	56.7	No	61.3
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	54.6	No	59.5
Students with Disabilities	*	*	51.3	No	56.6
District	42	28.6	51.3	No	56.6
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	*	0	*
Male	54.5	0	0.0
Black or African American	*	0	*
Hispanic or Latino	*	0	*
White	*	0	*
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	63.6	0	0.0
Students with Disabilities	*	0	*
District	61.8	0	0.0
State	95.6		40.7

⁵College 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

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	71.9	88.3

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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Next Generation Accountability Results

These statistics are the 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	N/A	75	0.0	0	0.0	67.7
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	N/A	75	0.0	0	0.0	61.4
	High Needs Students	N/A	75	0.0	0	0.0	49.9
Science Performance Index	All Students	30.0	75	40.0	100	40.0	57.5
	High Needs Students	30.0	75	40.0	100	40.0	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	9.1%	<=5%	41.8	50	83.6	9.6%
	High Needs Students	8.5%	<=5%	43.0	50	86.0	15.6%
Preparation for CCR	% Taking Courses	11.8%	75%	7.8	50	15.7	67.6%
	% Passing Exams	N/A	75%	0.0	50	0.0	40.7%
On-track to High School Graduation		26.7%	94%	14.2	50	28.4	85.1%
4-year Graduation All Students (2015 Cohort)		28.6%	94%	30.4	100	30.4	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		41.0%	94%	43.6	100	43.6	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		N/A N/A	75%	0.0	50	0.0	89.2% 50.5%
Arts Access		56.8%	60%	47.3	50	94.7	47.5%
Accountability Index				308.2	750	41.1	

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	.	N/A	.	16.5	
Math Performance Index Gap	.	N/A	.	18.9	
Science Performance Index Gap	.	30.0	.	17.2	
Graduation Rate Gap	.	41.0%	.	15.3%	N

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	76.5
	High Needs Students	76.5
Math	All Students	76.5
	High Needs Students	76.5
Science	All Students	87.5
	High Needs Students	87.5

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: N/A

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Unified School District #2

Narratives

School District Improvement Plans and Parental Outreach Activities

The Unified School District #2 ("USD #2" or "District") is part of the Department of Children and Families ("DCF"). Conn. Gen. Stat. 17a-37(a) Students enter the district when they are placed in one of the three residential facilities under the direct supervision of DCF, i.e. Albert J. Solnit Center for Children in East Windsor and Middletown and the Connecticut Juvenile Training School. Children also are within the District when they have no nexus with any other school district in the state and are placed in a residential facility Conn. Gen. Stat 10-76d(e)(2). In February 2016, USD#2 opened Virtual Academy for secondary students under the care of the agency. This online program, supported by certified teachers, provides credit recovery, remediation, elective courses, and SAT prep.

The overwhelming majority of USD #2's population, above 80% of students, is comprised of students identified as being in need of special education and related services. As a first step to improving special education programs and services for students, the Individual Education Plan, as well as modifications for any student entering with a 504 Plan, are reviewed by the Pupil Services Specialist ("PSS") to address deficiencies, i.e. overdue evaluations; overdue student progress reviews; and/or possible modifications to the plan to address additional student needs. The PSS determines whether the team needs to meet prior to the next scheduled review date listed on the plan. In addition to assuring that students' plans address all of their needs, every PSS refers every student on their caseload who is suspected of being in need of special education and related services or who is suspected of needing a 504 plan for evaluation by the appropriate team. The reading and math assessments administered to all students entering the District are also used by PSS to determine whether a student should be referred for evaluation. USD #2 uses technology, i.e. IEPDirect, to monitor students' IEPs. Technology is also used to provide students with the services that they need. This includes securing age appropriate books on tape for those high school students who are learning to read and Kindles for those students needing communication assistance. To address the credit recovery needs of special education students, the District's teachers implement students' IEPs so that they can use the online credit recovery program to earn credit towards their high school diploma requirements.

Because USD #2 is a district whose schools are solely located within residential facilities, its special education programs are designed to meet the needs of children and youth with significant mental and behavioral health needs in collaboration with the treatment the students receive from the residential portion of the facility. Truancy is not a historic problem within USD #2 as both residential and school staff monitors the students going to and from school. However, to minimize the number of students who refuse to attend school, the District ensures that those students who remain on the unit receive work and are offered assistance with that school work by a certified teacher. USD #2 engages parents by ensuring that residential and school meetings concerning students are scheduled on the same day. This meeting coordination is an effort to recognize that the facilities might be far from the parents' homes.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Unified School District #2 ("USD #2" or "District") only has students for a brief period, ranging from 2 weeks to 6 months. During this time, through assessment the district identifies each student's academic levels. The level of the student might have a correlation to significant interruptions in education or because the student needs additional assistance to learn. This review includes a review of credits needed to obtain a high school diploma. USD #2 works to reduce racial, ethnic, and economic isolation by using this information to help students obtain their high school diploma through credit recovery and completing the courses in the necessary subject areas. USD #2 also assists students by providing the individualized assistance that they need if they qualify for special education and related services or services under Section 504 of the Rehabilitation act of 1973. This information is used to help each student be successful while within USD #2. The schools within USD #2 also strive to ensure that students learn about their and other students' cultural heritage while enrolled in the district through guest speakers and cultural events.

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Equitable Allocation of Resources among District Schools

USD #2 works to ensure that every school had adequate resources to meet every student's needs. Within the district, the student population fluctuates throughout the year in each of the schools based upon the number of children sent to each of the three facilities, via the court or other referral, for treatment. The requirements articulated in students' IEPs have caused the movement of pupil services specialists and case aides based upon the needs of the students.