Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

Union School District

Mr. Joseph Reardon, Superintendent • 860-684-3146 • http://www.union.k12.ct.us

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	52
Per Pupil Expenditures[1]	$23,156
Total Expenditures[1]	$2,084,020

[1]*Expenditure data reflect the 2017-18 school year.*
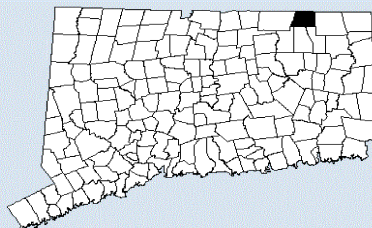
Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Contents

Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	30	57.7	48.4
Male	22	42.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	0	0.0	12.8
Hispanic or Latino of any race	*	*	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	3.6
White	*	*	52.4
English Learners	0	0.0	7.6
Eligible for Free or Reduced-Price Meals	6	11.5	42.1
Students with Disabilities[3]	12	23.1	15.4

[2]This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3]Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/ Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	0	0.0	0	0.0
Male	*	*	0	0.0
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	0	*
White	*	*	0	0.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	*	0	*
Students with Disabilities	*	*	0	*
District	*	*	0	0.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

[4]A student is chronically absent if they miss 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.

[5]This column displays 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	7.1
Paraprofessional Instructional Assistants	0.3
Special Education	
Teachers and Instructors	0.8
Paraprofessional Instructional Assistants	3.4
Administrators, Coordinators and Department Chairs	
District Central Office	0.3
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	2.3

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	12	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	11	*
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	*	*	5.5
Other Health Impairment	*	*	3.2
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	12	13.8	15.0

[1]This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

[2]This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:[3] 2017-18

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$1,470,400	$16,338	$10,545
Support services - students	$53,275	$1,005	$1,373
Support services - instruction	$19,754	$373	$644
Support services - general administration	$197,120	$3,719	$462
Support services - school based administration	$48,494	$915	$1,007
Central and other support services	$45,719	$863	$671
Operation and maintenance of plant	$128,971	$2,433	$1,629
Student transportation services	$120,288	$1,280	$1,231
Food services	.	.	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$2,084,020	$23,156	$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$101,869	28.0	29.7
Instructional Aide Salaries	$53,879	14.8	9.6
Other Salaries	$21,868	6.0	10.4
Employee Benefits	$39,353	10.8	13.0
Purchased Services Other Than Transportation	$112,687	31.0	5.5
Special Education Tuition	$23,081	6.3	22.6
Supplies	$4,330	1.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	$5,906	1.6	8.0
Equipment	$796	0.2	0.2
All Other Expenditures	.	.	0.1
Total	$363,768	100.0	100.0
Percent of Total Expenditures Used for Special Education		17.5	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	88.3
State	9.9
Federal	1.8
Tuition & Other	0.0

[4]Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	*	*	*	*	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	*	*	*	*	13	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	29	74.2	29	65.0	13	*
Eligible for Free or Reduced-Price Meals	*	*	*	*	*	*
Not Eligible for Free or Reduced-Price Meals	*	*	*	*	*	*
Students with Disabilities	6	*	6	*	*	*
Students without Disabilities	23	78.8	23	71.9	*	*
High Needs	10	*	10	*	*	*
Non-High Needs	19	*	19	*	*	*
District	29	74.2	29	65.0	13	*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	*	*	*	N/A	18	*
Curl Up	*	*	*	N/A	18	*
Push Up	*	*	*	N/A	18	*
Mile Run/PACER	*	*	*	N/A	18	*
All Tests - District	*	*	*	N/A	18	*
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.2	75	49.5	50	99.0	67.7
	High Needs Students	.	75	.	.	.	58.1
Math Performance Index	All Students	65.0	75	43.3	50	86.7	63.1
	High Needs Students	.	75	.	.	.	52.7
Science Performance Index	All Students	.	75	.	.	.	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	68.6%	100%	68.6	100	68.6	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	65.7%	100%	65.7	100	65.7	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	4.3%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	.	<=5%	.	.	.	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		. | .	75%	.	.	.	96.4% | 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				277.1	350	79.2	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	.	.	.	15.4	
Math Performance Index Gap	.	.	.	17.6	
Science Performance Index Gap	.	.	.	16.1	
Graduation Rate Gap	.	.	.	.	

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	100.0
	High Needs Students	.
Math	All Students	100.0
	High Needs Students	.
Science	All Students	.
	High Needs Students	.

[3]Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: *   **State: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Improving special education programs and services for students with disabilities.   We have implemented a preschool program to help ensure students entering the district through the Birth-to-Three system have access to programming in town as well as providing other interventions and support to help each child. We have also conducted screenings for students ages 3-4 in recent years, when not found eligible for Birth-to-Three services. In addition, we continuously collaborate with EASTCONN and other outside districts in determining the necessary components in providing for students with IEPs and use their related services to help provide the appropriate supports. We also utilize specialized behavioral services help to provide additional needed behavioral supports for students with IEPs.

Truancy prevention.   This is an ongoing process. Because Union is such a small district, we are able to closely monitor student absences. If we notice a trend in number of absences or tardies, the principal will often invite the parents in to correct the situation. This personal, face-to-face communication has been invaluable and effective in correcting some absenteeism issues. Home visits have also been conducted on an as needed basis.

Engaging families in student learning including:.   Efforts to build staff skills to partner effectively with all families; We currently have student grade reporting done in an online portal for students in grades 5-8 and conduct traditional conferences, as well as student-led conferences with parents at least twice per school year. We have also solicited feedback regarding conferences to better meet parent and student needs.

Efforts to engage parents in the planning and improvement of school programs.We hold an annual Curriculum Night to help parents better understand student expectations in today's school system. We work with the PTO to help fund programs (Field Day, etc.) and field trips for students in grades PK-8. We will be adding parent member(s) to our strategic planning team.

Activities undertaken to support parents in working at home with their children on learning activities. We have ongoing communication with parents through planned meetings, phone calls and in-person conversations. We also publish a bi-weekly newsletter that is sent through an e-blast to all parents and some community members. In addition, our website and Google Classroom offer various resources for both parents and students. We have continued to utilize the See-Saw app to help parents better understand day-to-day learning and communicate information in a timely manner. Students in middle school have also developed a school newsletter to communicate learning and community events/activities.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the past several years, students (40+) and teachers (4-5) in grades 5-8 at Union School have participated in activities to reduce racial, ethnic and economic isolation. One such activity included participation in an inter-district grant program led by EASTCONN. Several sessions were held so students could participate in team-building activities with other schools as well as conduct research in science (specifically, birds). Union School students participated in this in two different school years. We have also utilized the Mobile STEM Lab at EASTCONN and participated in College Knowledge Day at Eastern CT State University.

We have also had several assemblies and field trips coordinated through the Performing Arts of Northeast Connecticut. These opportunities include in-house visit from musicians as well as performances at the Hyde Cultural Center.

In addition, high school students from Woodstock Academy make visits to our school during the year to share their key learnings.

Equitable Allocation of Resources among District Schools

The Union School District is comprised of one school. Students in grades 9-12 attend Woodstock Academy, Stafford High School or vocational/technical schools. .