

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



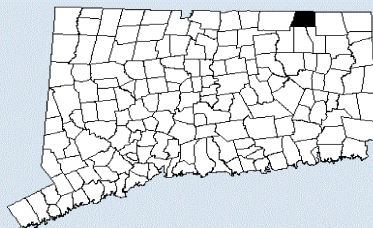
## Union School District

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	46
Per Pupil Expenditures <sup>1</sup>	\$23,102
Total Expenditures <sup>1</sup>	\$2,102,297

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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](http://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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	26	56.5	48.4
Male	20	43.5	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	12.7
Hispanic or Latino of any race	*	*	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	3.8
White	*	*	51.1
English Learners	0	0.0	8.3
Eligible for Free or Reduced-Price Meals	6	13.0	43.3
Students with Disabilities <sup>3</sup>	9	19.6	16.0

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

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

<sup>3</sup> 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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	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	*	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		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 0**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> 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.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2019-20

## Union School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	7.1
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	0.8
Paraprofessional Instructional Assistants	3.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.3
School Level	1.0
<b>Library/Media</b>	
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	1.8

<sup>1</sup> In 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	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	12	100.0	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	15.4	10.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>2</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	8	*
State		67.8

<sup>2</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Union School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	5.7
Other Health Impairment	*	*	3.3
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	10	12.5	15.6

<sup>1</sup> 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<sup>2</sup>

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

<sup>2</sup> 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<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,526,670	\$16,777	\$10,923
Support services - students	\$55,141	\$1,060	\$1,277
Support services - instruction	\$9,773	\$188	\$682
Support services - general administration	\$189,243	\$3,639	\$467
Support services - school based administration	\$45,833	\$881	\$1,021
Central and other support services	\$48,617	\$935	\$679
Operation and maintenance of plant	\$92,311	\$1,775	\$1,718
Student transportation services	\$134,709	\$1,433	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$2,102,297	\$23,102	\$17,629

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$99,201	27.8	28.5
Instructional Aide Salaries	\$92,461	25.9	10.1
Other Salaries	\$21,868	6.1	11.1
Employee Benefits	\$39,977	11.2	13.0
Purchased Services Other Than Transportation	\$94,281	26.4	5.7
Special Education Tuition	.	.	22.5
Supplies	\$3,800	1.1	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$5,000	1.4	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$356,588	100.0	100.0
Percent of Total Expenditures Used for Special Education		17.0	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	87.6
State	10.5
Federal	1.8
Tuition & Other	0.1

<sup>4</sup> 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).

# District Profile and Performance Report for School Year 2019-20 Union School District

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	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

<sup>1</sup> 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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Union School District

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	4.5%	<=5%	12.2%
	High Needs Students	.	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	.	.	.	.	.

<sup>1</sup> 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.

<sup>2</sup> 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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Union School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

We have continue to implement 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.

# District Profile and Performance Report for School Year 2019-20

## Union School District

### **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.