

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



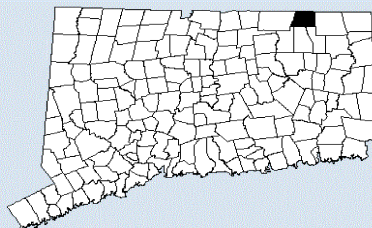
Union School District

Mr. Joseph Reardon, Superintendent • 860-684-3146 • www.unionconnecticut.org

District Information

Grade Range	K-8
Number of Schools	1
Enrollment	78
Per Pupil Expenditures ¹	\$15,556
Total Expenditures ¹	\$1,337,773

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](#)

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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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	45	57.7	48.3
Male	33	42.3	51.6
American Indian	0	0.0	0.2
Asian	0	0.0	4.6
Black or African American	*	*	12.9
Hispanic or Latino	*	*	21.2
Pacific Islander	0	0.0	0.0
White	76	97.4	58.4
Two or More Races	0	0.0	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	*	*	37.3
Students with Disabilities ¹	10	12.8	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	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	*
White	*	*	0	0.0
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	0	*
Students with Disabilities	*	*	0	*
District	*	*	0	0.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 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	6.7
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	0.8
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.2
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	2.0

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	12	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
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	7.5	9.3

Instruction and Resources

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

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	11	*
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0	0.4
Learning Disability	*	*	4.2
Other Health Impairment	*	*	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	11	10.2	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	687,750	9,687	8,769
Instructional Supplies and Equipment	27,445	387	275
Improvement of Instruction and Educational Media Services	5,478	77	487
Student Support Services	50,430	710	965
Administration and Support Services	244,474	3,443	1,600
Plant Operation and Maintenance	140,936	1,985	1,472
Transportation	148,698	1,343	786
Costs of Students Tuitioned Out	32,562	N/A	N/A
Other	0	0	178
Total	1,337,773	15,556	14,642

Additional Expenditures

Land, Buildings, and Debt Service	265,436	3,739	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	76,395	33.2	35.6
Noncertified Personnel	14,279	6.2	14.5
Purchased Services	61,768	26.9	5.0
Tuition to Other Schools	43,813	19.1	21.4
Special Ed. Transportation	1,408	0.6	8.5
Other Expenditures	32,168	14.0	14.9
Total Expenditures	229,831	100.0	100.0
PK-12 Expenditures Used for Special Education		17.2	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	76.8	82.7
State	22.1	16.0
Federal	1.1	1.3
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).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested 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 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	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	
District	90.5	84.9	87.4	89.3	

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			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	*	*	*	23	95.7
Curl Up	*	*	*	23	95.7
Push Up	*	*	*	23	100.0
Mile Run/PACER	*	*	*	23	91.3
All Tests - District	*	*	*	23	82.6
All Tests - State	50.2	50.7	50.3		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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Narratives

School District Improvement Plans and Parental Outreach Activities

During the past few years, we have spent considerable time gathering feedback from stakeholders about the educational programs at Union School. In addition, we continue to develop curriculum to support the implementation of the Common Core State Standards. To accomplish this, we have purchased math resources in grades K-8 that align to the new standards. We continue to develop our ELA program with the addition of curriculum resources and tools. In addition, we are also building our classroom libraries with text set exemplars and grade level appropriate text. Ongoing professional development around the CCSS and teacher evaluation will continue through the next several years.

Technology

The Union School District was awarded a technology grant for approximately \$45,000.00. This grant has provided us with additional devices so each student has consistent access to technology.

SRBI/Special Education

Ongoing adjustments have been made to our SRBI/special education process and model to allow for more human resources during larger blocks of time. Another adjustment that has been made is to use the features in IEP Direct in order to monitor students more carefully as well as state and federal timelines. We have also continued our partnership with EASTCONN with related service support.

Other Improvement Activities

- Ongoing construction of an outdoor classroom with sensory garden
- Vision development and fundraising
- Weekly newsletter highlighting best practices, school events and activities as well as educational support links for parents
- Curriculum development
- Report card development
- Coffee conversations and open staff meetings
- Student presentations and visits to the Over 50s Club
- Development of an enrichment program for high-achieving math students in 8th grade
- Continued development of our "PAWS" PBIS program
- Continued development of after school programs (Drama Club and Drum Line)
- Development of more common planning time for paraprofessionals and teachers
- Use of Google Classroom to communicate student progress
- Face-to-face meetings with parents for truancy prevention

Efforts to Reduce Racial, Ethnic and Economic Isolation

Union School is a K-8th grade school in Northeast Connecticut. Approximately 80 students attend Union School. The majority of the students are white. In an effort to bring more diversity to the district, Union School has put on a Variety Show showcasing students' individual talents, and also partnered with a neighboring district on their trip to Washington D.C. We also have various field trips through the year as well as interdistrict grant partnerships with EASTCONN.

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Equitable Allocation of Resources among District Schools

N/A