

STRATEGIC SCHOOL PROFILE 2007-08

Single Elementary School District Edition

**Union Elementary School
Union School District**WILLIAM M. OROS, Superintendent
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220© using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Tolland Per Capita Income in 2000: \$27,900
 Town Population in 2000: 693 Percent of Adults without a High School Diploma in 2000*: 10.9%
 1990-2000 Population Growth: 13.2% Percent of Adults Who Were Not Fluent in English in 2000*: 0%
 Number of Public Schools: 1 District Enrollment as % of Estimated Student Population: 90.1%
 *To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

TYPE OF SCHOOLSchool Type: Traditional/Regular
School Grade Range: K- 8**STUDENT ENROLLMENT**Enrollment on October 1, 2007: 72
5-Year Enrollment Change: -4.0%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	3	4.2	10.3	33.1
K-12 Students Who Are Not Fluent in English	0	0.0	0.8	7.3
Students Identified as Gifted and/or Talented	0	0.0	2.0	2.3
Students with Disabilities	1	1.4	11.8	10.8
Kindergarten Students who Attended Preschool, Nursery School or Headstart	10	90.9	82.5	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	60	98.4	94.5	86.8
Homeless	0	0.0	0.0	0.2

PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	997	987

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	35	31
Computer Education*	25	17
English Language Arts*	367	425
Family and Consumer Science	0	1
Health	27	23
Library Media Skills	0	18
Mathematics	180	199
Music	32	33
Physical Education	37	40
Science	135	97
Social Studies	135	92
Technology Education	0	1
World Languages	24	10

*Interdisciplinary Approach

Type of Kindergarten: This school offers half-day kindergarten.

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	0.0	31.2
World Language	0.0	46.4

Average Class Size	School	DRG	State
Kindergarten	11.0	15.7	18.1
Grade 2	9.0	16.8	19.3
Grade 5	8.0	19.9	20.9
Grade 7	6.0	19.6	20.5

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.8	7.1
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	0.0	80.3	79.1

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	2.3	3.0	3.4
% of Computers with Internet Access	100.0	97.6	98.3
% of Computers that are High or Moderate Power	100.0	92.3	91.7
# of Print Volumes Per Student*	66.7	34.2	27.7
# of Print Periodical Subscriptions	4	15	16

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	5.10
Paraprofessional Instructional Assistants	1.00
Special Education: Teachers and Instructors	1.00
Paraprofessional Instructional Assistants	1.00
Library/Media Specialists and Assistants	0.10
Administrators, Coordinators, and Department Chairs District Central Office School Level	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.00
School Nurses	0.80
Other Staff Providing Non-Instructional Services and Support	1.50

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	17.3	15.0	13.2
% with Master's Degree or Above	88.9	81.0	77.9
Attendance, 2006-07: Average Days Absent Due to Illness or Personal Time	9.3	8.9	8.7
% Assigned to Same School the Previous Year	88.9	78.5	72.5

HOME AND SCHOOL COMMUNICATION AND SUPPORT

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The Union School has added a website to its regular communication and support system. Information concerning programs, student performance, school activities as well as helpful hints for parent are included in this website. The website is updated on a regular basis. Plans for the future include expanding e-communications through school emails and classroom websites.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	0	0.0
Black	5	6.9
Hispanic	0	0.0
White	67	93.1
Total Minority	5	6.9

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: All of this school's students (excluding prekindergarten students) come from homes where English is the primary language.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Union School District continues to remain committed to reducing racial, ethnic and economic isolation. The district has continued to provide many opportunities for teachers and students to gain increased awareness of diversity, greater sensitivity to differences and to gain personal experiences that connect cultures. Due to the isolation of our small rural school we have had to go outside of our district or bring people into our district. In order to gain personal experience to connect cultures, all students in grades 1 through 8 have had the opportunity to extend their understandings of different cultures through presentations connect to both the Social and Language arts curricula. .

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	66.7	33.8	96.4
Grade 6	83.3	35.4	100.0
Grade 8	85.7	37.0	100.0

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.gov.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	State Elementary Schools
% Present on October 1	100.0	96.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	6
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	5.5%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	0	0.0	0.7	0.7
Learning Disability	3	2.8	3.9	4.0
Intellectual Disability	0	0.0	0.4	0.5
Emotional Disturbance	0	0.0	0.7	1.0
Speech Impairment	2	1.8	3.0	2.4
Other Health Impairment*	1	0.9	1.9	2.1
Other Disabilities**	0	0.0	0.7	0.9
Total	6	5.5	11.2	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	0	0.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	2	33.3	74.4	71.6
40.1 to 79.0 Percent of Time	4	66.7	18.8	16.6
0.0 to 40.0 Percent of Time	0	0.0	6.8	11.8

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	N/A	N/A	66.7	62.1
Writing	N/A	N/A	71.4	63.0
Mathematics	N/A	N/A	61.9	62.7
Science	N/A	N/A	N/A	N/A

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	100.0
	% With Accommodations	0.0
	% Assessed Using Skills Checklist	0.0

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$496	\$7,183	\$7,141	\$6,656	\$7,159
Instructional Supplies and Equipment	\$34	\$498	\$314	\$302	\$266
Improvement of Instruction and Educational Media Services	\$2	\$31	\$219	\$364	\$429
Student Support Services	\$35	\$510	\$732	\$810	\$761
Administration and Support Services	\$125	\$1,808	\$1,370	\$1,264	\$1,271
Plant Operation and Maintenance	\$69	\$1,003	\$1,146	\$1,301	\$1,322
Transportation	\$173	\$1,528	\$575	\$622	\$601
Costs for Students Tuitioned Out *	\$31	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$62	\$154	\$145
Total*	\$965	\$11,628	\$12,187	\$11,756	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$0	\$0	\$1,737	\$1,899	\$1,882

*Town total expenditures (in 1000s) for PK-12 are: Total, \$1,384; Tuition Costs, \$450.

Total town expenditures per pupil for PK-12 are \$12,248.

Special Education Expenditures

Total Expenditures	\$192,085
Percent of Total PK-12 Expenditures Used for Special Education	13.9%

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	78.0	17.8	3.5	0.7
Excluding School Construction	78.0	17.8	3.5	0.7

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Union School continues to work towards high achievement for all students. A plan to reorganize and implement a new student support system based upon the RTI model and data based decision making has been put into place and is in the second year of implementation. Teachers have undergone a year of training in the use of the RTI model and have worked with EASTCONN to provide a better system for students that need special education. This plan will take another two years to be totally implemented.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.
