

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



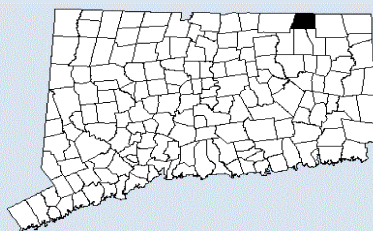
Union School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	53
Per Pupil Expenditures ¹	\$23,706
Total Expenditures ¹	\$1,611,977

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	30	56.6	48.4
Male	23	43.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	0	0.0	12.8
Hispanic or Latino	*	*	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	3.3
White	51	96.2	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	6	11.3	36.7
Students with Disabilities ¹	9	17.0	14.8

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	0	0.0
Male	*	*	0	0.0
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	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		10.7		6.8

Number of students in 2016-17 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	7.1
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	0.8
Paraprofessional Instructional Assistants	2.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.1
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

	Count	District Percent of Total (%)	State 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	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	12	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.1	10.5

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	N/A	N/A
Learning Disability	*	*
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	9	*
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	6	6.9	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	12	13.8	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	930,737	13,687	9,847
Instructional Supplies and Equipment	49,555	729	287
Improvement of Instruction and Educational Media Services	15,228	224	589
Student Support Services	49,730	731	1,120
Administration and Support Services	281,639	4,142	1,905
Plant Operation and Maintenance	130,043	1,912	1,648
Transportation	122,073	1,131	904
Costs of Students Tuitioned Out	32,972	N/A	N/A
Other	0	0	208
Total	1,611,977	23,706	16,535

Additional Expenditures

Land, Buildings, and Debt Service	203,487	2,992	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	120,895	31.9	33.8
Noncertified Personnel	51,109	13.5	14.5
Purchased Services	114,966	30.4	5.5
Tuition to Other Schools	45,592	12.0	23.4
Special Ed. Transportation	3,174	0.8	8.7
Other Expenditures	42,885	11.3	14.1
Total Expenditures	378,621	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	87.7	86.5
State	10.5	11.6
Federal	1.8	2.0
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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A
White	31	75.3	31	65.3
English Learners	0	N/A	0	N/A
Non-English Learners	33	75.5	33	66.0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Not Eligible for Free or Reduced-Price Meals	30	77.1	30	67.1
Students with Disabilities	*	*	*	*
Students without Disabilities	29	76.6	29	69.3
High Needs	7	*	7	*
Non-High Needs	26	78.6	26	70.9
District	33	75.5	33	66.0

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	*	*	*	N/A	16	*
Curl Up	*	*	*	N/A	16	*
Push Up	*	*	0.0	N/A	16	*
Mile Run/PACER	*	0.0	*	N/A	16	*
All Tests - District	*	0.0	0.0	N/A	16	*
All Tests - State	53.2	51.4	50.5	45.6		50.1

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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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.5	75	50.0	50	100.0	67.6
	High Needs Students	N/A	75	0.0	0	0.0	57.5
Math Performance Index	All Students	66.0	75	44.0	50	88.1	62.7
	High Needs Students	N/A	75	0.0	0	0.0	52.0
ELA Academic Growth	All Students	71.9%	100%	71.9	100	71.9	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	73.9%	100%	73.9	100	73.9	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	3.9%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	N/A	<=5%	0.0	0	0.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		N/A N/A	75%	0.0	0	0.0	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				289.8	350	82.8	

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	75.0	N/A	.	15.9	
Math Performance Index Gap	70.9	N/A	.	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

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	100.0
	High Needs Students	.
Math	All Students	100.0
	High Needs Students	.
Science	All Students	.
	High Needs Students	.

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: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Improving special education programs and services for students with disabilities

o 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 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

o 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.

Engaging families in student learning including:

o Efforts to build staff skills to partner effectively with all families; i, 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. .i, We have also solicited feedback regarding conferences to better meet parent and student needs.

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

o Activities undertaken to support parents in working at home with their children on learning activities. i, 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. i, We have begun to utilize the See-Saw app to help parents better understand day-to-day learning and communicate information in a timely manner.

Efforts to Reduce Racial, Ethnic and Economic Isolation

o 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.

o 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.

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

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Equitable Allocation of Resources among District Schools

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