

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



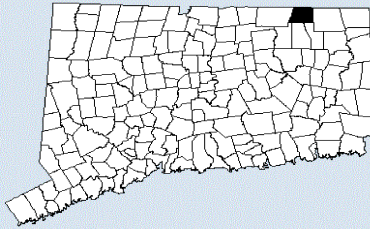
Union School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	80
Per Pupil Expenditures ¹	\$21,172
Total Expenditures ¹	\$1,693,725

¹Expenditure data reflect the 2014-15 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](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	42	52.5	48.3
Male	38	47.5	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	*	*	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	2.7
White	76	95.0	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	*	*	38.0
Students with Disabilities ¹	13	16.3	13.7

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	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	*
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	0	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		9.6		7.0

Number of students in 2014-15 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.

District Profile and Performance Report for School Year 2015-16

Union School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	6.7
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	0.5
Paraprofessional Instructional Assistants	3.3
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	2.2

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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	11	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	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	9.4

Instruction and Resources

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

	Count	Rate (%)
Autism	0	0
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	10	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	14	*
State		68.8

³Ages 6-21

District Profile and Performance Report for School Year 2015-16

Union School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	11	10.5	4.6
Other Health Impairment	*	*	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	17	16.2	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	977,687	12,221	9,387
Instructional Supplies and Equipment	62,936	787	318
Improvement of Instruction and Educational Media Services	19,333	242	541
Student Support Services	39,253	491	1,048
Administration and Support Services	258,247	3,228	1,790
Plant Operation and Maintenance	138,521	1,732	1,608
Transportation	169,796	1,418	845
Costs of Students Tuitioned Out	27,952	N/A	N/A
Other	0	0	194
Total	1,693,725	21,172	15,762

Additional Expenditures

Land, Buildings, and Debt Service	294,426	3,680	1,524
-----------------------------------	---------	-------	-------

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

Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	131,867	27.4	35.1
Noncertified Personnel	46,777	9.7	14.5
Purchased Services	180,374	37.5	5.5
Tuition to Other Schools	38,332	8.0	21.6
Special Ed. Transportation	41,070	8.5	8.3
Other Expenditures	42,416	8.8	15.0
Total Expenditures	480,836	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	82.2	83.8
State	16.3	14.5
Federal	1.4	1.7
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 2015-16

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.

	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
Black or African American	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	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	46	73.8	46	68.7	17	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	49	72.8	49	67.8	18	*
Eligible for Free or Reduced-Price Meals	*	*	*	*	0	N/A
Not Eligible for Free or Reduced-Price Meals	*	*	*	*	18	*
Students with Disabilities	9	*	9	*	*	*
Students without Disabilities	40	78.4	40	72.8	*	*
High Needs	10	*	10	*	*	*
Non-High Needs	39	79.1	39	73.4	*	*
District	49	72.8	49	67.8	18	*

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	*	*	*	N/A	20	95.0
Curl Up	*	*	*	N/A	20	100.0
Push Up	*	*	*	N/A	20	100.0
Mile Run/PACER	*	*	*	N/A	20	90.0
All Tests - District	*	*	*	N/A	20	85.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

District Profile and Performance Report for School Year 2015-16

Union School District

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	72.8	75	48.6	50	97.1	67.7
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	67.8	75	45.2	50	90.4	61.4
	High Needs Students	N/A	75	0.0	0	0.0	49.9
Science Performance Index	All Students	N/A	75	0.0	0	0.0	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	63.9%	100%	63.9	100	63.9	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	73.9%	100%	73.9	100	73.9	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	5.9%	<=5%	48.2	50	96.5	9.6%
	High Needs Students	N/A	<=5%	0.0	0	0.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		N/A N/A	75%	0.0	0	0.0	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				279.7	350	79.9	

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	.	16.5	
Math Performance Index Gap	73.4	N/A	.	18.9	
Science Performance Index Gap	.	N/A	.	17.2	
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: * **State: 51.4**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2015-16

Union School District

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. EASTCONN's 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;

- We currently have student grade reporting done in an online portal for students in grades 5-8 and conduct conferences with parents at least twice per school year.

- In addition, we are also planning a town forum with student exhibitions to allow for parents to gain a better insight into the classroom.

o Efforts to engage parents in the planning and improvement of school programs

- This past year, we held a town forum about the educational programs at Union School focusing on the development of our strategic plan.

- We also held our first Curriculum Night to help parents better understand student expectations in today's school system.

- We also continuously work with the PTO to help fund programs 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.

- 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.

o This current year, we are beginning to implement student-led conferences.

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. This coming year, we look forward to utilizing the Mobile STEM Lab at EASTCONN.

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.

District Profile and Performance Report for School Year 2015-16

Union School District

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.