

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



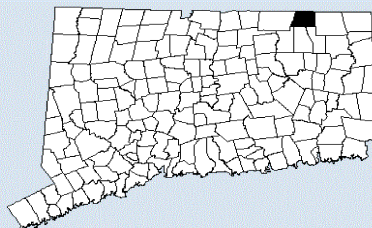
Union School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	68
Per Pupil Expenditures ¹	\$20,388
Total Expenditures ¹	\$1,631,046

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® 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 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	37	54.4	48.4
Male	31	45.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	0	0.0	12.9
Hispanic or Latino	*	*	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	2.9
White	65	95.6	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	*	*	35.9
Students with Disabilities ¹	11	16.2	14.3

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	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	0	*
White	*	*	0	0.0
English 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		9.9		6.7

Number of students in 2015-16 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 2016-17

Union School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	6.8
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	0.8
Paraprofessional Instructional Assistants	3.8
Administrators, Coordinators and Department Chairs	
District Central Office	1.1
School Level	0.0
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	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	11	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.8	9.6

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	6	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	9	*
State		68.2

³Ages 6-21

District Profile and Performance Report for School Year 2016-17

Union School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	8	8.2	4.9
Other Health Impairment	*	*	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	14	14.3	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	852,060	10,651	9,663
Instructional Supplies and Equipment	60,160	752	321
Improvement of Instruction and Educational Media Services	25,603	320	578
Student Support Services	94,128	1,177	1,103
Administration and Support Services	291,694	3,646	1,861
Plant Operation and Maintenance	134,096	1,676	1,637
Transportation	129,655	1,071	877
Costs of Students Tuitioned Out	43,650	N/A	N/A
Other	0	0	201
Total	1,631,046	20,388	16,236

Additional Expenditures

Land, Buildings, and Debt Service	206,554	2,582	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	118,347	30.7	34.6
Noncertified Personnel	45,931	11.9	14.6
Purchased Services	116,151	30.1	5.8
Tuition to Other Schools	59,598	15.5	21.8
Special Ed. Transportation	2,820	0.7	8.5
Other Expenditures	42,677	11.1	14.7
Total Expenditures	385,524	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%) Including School Construction	Excluding School Construction
Local	86.9	85.6
State	11.6	12.7
Federal	1.6	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 2016-17

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	0	N/A	0	N/A	0	N/A
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	44	74.4	44	67.3	16	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	46	74.1	46	66.6	16	*
Eligible for Free or Reduced-Price Meals	*	*	*	*	0	N/A
Not Eligible for Free or Reduced-Price Meals	44	74.8	44	67.8	16	*
Students with Disabilities	9	*	9	*	*	*
Students without Disabilities	37	79.0	37	72.8	13	*
High Needs	10	*	10	*	*	*
Non-High Needs	36	79.6	36	73.6	13	*
District	46	74.1	46	66.6	16	*

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	30	96.7
Curl Up	*	*	*	N/A	30	93.3
Push Up	*	*	*	N/A	30	83.3
Mile Run/PACER	*	*	*	N/A	30	80.0
All Tests - District	*	*	*	N/A	30	80.0
All Tests - State	52.8	51.4	51.4	50.6		51.6

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 2016-17

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.1	75	49.4	50	98.8	67.1
	High Needs Students	N/A	75	0.0	0	0.0	55.9
Math Performance Index	All Students	66.6	75	44.4	50	88.8	62.2
	High Needs Students	N/A	75	0.0	0	0.0	50.5
Science Performance	All Students	N/A	75	0.0	0	0.0	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	59.6%	100%	59.6	100	59.6	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	56.2%	100%	56.2	100	56.2	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	7.6%	<=5%	44.8	50	89.7	9.9%
	High Needs Students	N/A	<=5%	0.0	0	0.0	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		96.8% 80.0%	75%	50.0	50	100.0	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				304.5	400	76.1	

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	.	16.7	
Math Performance Index Gap	73.6	N/A	.	18.7	
Science Performance Index Gap	.	N/A	.	16.6	
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: 50.2**

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 2016-17

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 for a meeting or phone conference 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: 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. This year, will be the first year of school-wide student-led conferences.

- In addition, we have had a town-wide school forum with student exhibitions to allow for parents to gain a better insight into the classroom. We also hold Coffee Conversations and utilize our Face Book page to communicate key messages and activities.

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

- We have held three town-wide forums in previous years. These forums described the educational programs at Union School and the development of our strategic plan.

- We hold annual curriculum nights to help parents better understand student expectations in today's school system. Coffee Conversations are also held.

- We also continuously work with the PTO to help fund programs and field trips for students in grades PK-8.

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, Face Book page and Google Classroom offer various resources for both parents and students.

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. NOTE-Currently, these grants are on hold due to a lack of a state budget.

Through this grant, 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 past year, we utilized the Mobile STEM Lab at EASTCONN. This two day program focused on real-world activities linked to the next Generation Science Standards. Students in grades 3-8 also participated in a Marine Science Day during the past several years along with other school districts at Avery Point in Groton.

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 to a Science of Sound visit by Sally Rogers.

In addition, high school students from Woodstock Academy make visits to our school during the year to share their key knowledge during Read Across America week and also visit to describe the role of sports and the student/athlete.

District Profile and Performance Report for School Year 2016-17

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. .