

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



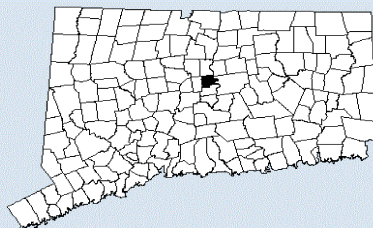
## Unified School District #2

Mr. Martin Folan, Superintendent • 860-550-6416 • <http://ct.gov/dcf>

### District Information

Grade Range	K-12
Number of Schools/Programs	3
Enrollment	109
Per Pupil Expenditures <sup>1</sup>	N/A
Total Expenditures <sup>1</sup>	N/A

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### Notes

Unless otherwise noted, all data are for 2018-19 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](http://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	49	45.0	48.4
Male	60	55.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	22	20.2	12.8
Hispanic or Latino of any race	43	39.4	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	34	31.2	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	109	100.0	42.1
Students with Disabilities <sup>3</sup>	98	89.9	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	8	16.3	*	*
Male	14	26.9	*	*
Black or African American	6	25.0	*	*
Hispanic or Latino of any race	6	18.2	*	*
White	10	25.6	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	22	21.8	*	*
Students with Disabilities	20	21.5	*	*
District	22	21.8	*	*
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 0**

**Number of school-based arrests: 0**

<sup>4</sup>A student is chronically absent if they miss 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.

<sup>5</sup>This column displays the 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 2018-19

## Unified School District #2

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	1.0
<b>Special Education</b>	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	6.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.0
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	28.0

<sup>1</sup>In 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	3	4.8	1.1
Black or African American	10	15.9	3.8
Hispanic or Latino of any race	1	1.6	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	49	77.8	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	N/A	N/A

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	0	*	0	*
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		74.5		85.2

<sup>2</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	0	0
Emotional Disturbance	0	0
Intellectual Disability	0	0
Learning Disability	0	0
Other Health Impairment	0	0
Other Disabilities	0	0
Speech/Language Impairment	N/A	N/A
District	0	0
State		67.6

<sup>3</sup>This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2018-19

## Unified School District #2

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	5.5	1.9
Emotional Disturbance	57	52.3	1.1
Intellectual Disability	*	*	0.5
Learning Disability	*	*	5.5
Other Health Impairment	21	19.3	3.2
Other Disabilities	10	9.2	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	98	89.9	15.0

<sup>1</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	34	34.7	5.0

<sup>2</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	N/A	N/A	\$10,545
Support services - students	N/A	N/A	\$1,373
Support services - instruction	N/A	N/A	\$644
Support services - general administration	N/A	N/A	\$462
Support services - school based administration	N/A	N/A	\$1,007
Central and other support services	N/A	N/A	\$671
Operation and maintenance of plant	N/A	N/A	\$1,629
Student transportation services	N/A	N/A	\$1,231
Food services	N/A	N/A	\$13
Enterprise operations	N/A	N/A	\$157
Minor school construction	N/A	N/A	\$65
Total	N/A	N/A	\$17,153

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

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	N/A	N/A	29.7
Instructional Aide Salaries	N/A	N/A	9.6
Other Salaries	N/A	N/A	10.4
Employee Benefits	N/A	N/A	13.0
Purchased Services Other Than Transportation	N/A	N/A	5.5
Special Education Tuition	N/A	N/A	22.6
Supplies	N/A	N/A	0.6
Property Services	N/A	N/A	0.4
Purchased Services For Transportation	N/A	N/A	8.0
Equipment	N/A	N/A	0.2
All Other Expenditures	N/A	N/A	0.1
Total	N/A	N/A	100.0
Percent of Total Expenditures Used for Special Education		N/A	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	N/A
State	N/A
Federal	N/A
Tuition & Other	N/A

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

## Unified School District #2

### 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	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	7	*	7	*	7	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	17	*	17	*	15	*
Eligible for Free or Reduced-Price Meals	17	*	17	*	15	*
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Students with Disabilities	17	*	17	*	15	*
Students without Disabilities	0	N/A	0	N/A	0	N/A
High Needs	17	*	17	*	15	*
Non-High Needs	0	N/A	0	N/A	0	N/A
District	17	*	17	*	15	*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Grade 4			
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup>NAEP 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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	N/A	N/A	N/A
Curl Up	N/A	N/A	N/A	N/A	N/A	N/A
Push Up	N/A	N/A	N/A	N/A	N/A	N/A
Mile Run/PACER	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - District	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Unified School District #2

### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	18	*
Students with Disabilities	13	*
District	25	*
State		88.3

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	0	*
Male	*	*	*
Black or African American	*	0	*
Hispanic or Latino of any race	*	0	*
White	*	*	*
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	*	*
District	*	*	*
State	95.9		42.6

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	71.0	87.8

<sup>5</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>6</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2018-19

## Unified School District #2

### 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	.	75	.	.	.	67.7
	High Needs Students	.	75	.	.	.	58.1
Math Performance Index	All Students	.	75	.	.	.	63.1
	High Needs Students	.	75	.	.	.	52.7
Science Performance Index	All Students	.	75	.	.	.	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	21.8%	<=5%	16.4	50	32.9	10.4%
	High Needs Students	21.8%	<=5%	16.4	50	32.9	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		36.4%	94%	19.3	50	38.7	88.0%
4-year Graduation All Students (2018 Cohort)		12.0%	94%	12.8	100	12.8	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		41.5%	94%	44.1	100	44.1	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		.   .	75%	0.0	50	0.0	96.4%   52.9%
Arts Access		77.0%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>159.1</b>	<b>450</b>	<b>35.4</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					
ELA Performance Index Gap	.	.	.	.	
Math Performance Index Gap	.	.	.	.	
Science Performance Index Gap	.	.	.	.	
Graduation Rate Gap	.	41.5%	.	11.1%	N

<sup>1</sup>If 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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	93.0
	High Needs Students	93.0
Math	All Students	91.7
	High Needs Students	91.7
Science	All Students	94.9
	High Needs Students	94.9

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Unified School District #2

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

The Unified School District #2 ("USD #2" or "District") is part of the Department of Children and Families ("DCF"). Conn. Gen. Stat. 17a-37(a) Students enter the district when they are placed in one of the three residential facilities under the direct supervision of DCF, i.e. Albert J. Solnit Center for Children in East Windsor and Middletown. Children also are within the District when they have no nexus with any other school district in the state and are placed in a residential facility Conn. Gen. Stat 10-76d(e)(2). USD#2 opened Virtual Academy for secondary students under the care of the agency. This online program, supported by certified teachers, provides credit recovery, remediation, elective courses, GED prep and SAT prep.

The overwhelming majority of USD #2's population is comprised of students identified as being in need of special education and related services. As a first step to improving special education programs and services for students, the Individual Education Plan, as well as modifications for any student entering with a 504 Plan, are reviewed by the Pupil Services Specialist ("PSS") to address deficiencies, i.e. overdue evaluations; overdue student progress reviews; and/or possible modifications to the plan to address additional student needs. The PSS determines whether the team needs to meet prior to the next scheduled review date listed on the plan. In addition to assuring that students' plans address all of their needs, every PSS refers every student on their caseload who is suspected of being in need of special education and related services or who is suspected of needing a 504 plan for evaluation by the appropriate team. The reading and math assessments administered to all students entering the District are also used by PSS to determine whether a student should be referred for evaluation. USD #2 uses technology, i.e. IEPDirect, to monitor students' IEPs. Technology is also used to provide students with the services that they need. This includes securing age appropriate books on tape for those high school students who are learning to read and Kindles for those students needing communication assistance. To address the credit recovery needs of special education students, the District's teachers implement students' IEPs so that they can use the online credit recovery program to earn credit towards their high school diploma requirements.

Because USD #2 is a district whose schools are solely located within residential facilities, its special education programs are designed to meet the needs of children and youth with significant mental and behavioral health needs in collaboration with the treatment the students receive from the residential portion of the facility. Truancy is not a historic problem within USD #2 as both residential and school staff monitors the students going to and from school. However, to minimize the number of students who refuse to attend school, the District ensures that those students who remain on the unit receive work and are offered assistance with that school work by a certified teacher. USD #2 engages parents by ensuring that residential and school meetings concerning students are scheduled on the same day. This meeting coordination is an effort to recognize that the facilities might be far from the parents' homes.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The Unified School District #2 ("USD #2" or "District") only has students for a brief period, ranging from 2 weeks to 6 months. During this time, through assessment the district identifies each student's academic levels. The level of the student might have a correlation to significant interruptions in education or because the student needs additional assistance to learn. This review includes a review of credits needed to obtain a high school diploma. USD #2 works to reduce racial, ethnic, and economic isolation by using this information to help students obtain their high school diploma through credit recovery and completing the courses in the necessary subject areas. USD #2 also assists students by providing the individualized assistance that they need if they qualify for special education and related services or services under Section 504 of the Rehabilitation act of 1973. This information is used to help each student be successful while within USD #2. The schools within USD #2 also strive to ensure that student's learn about their and other students' cultural heritage while enrolled in the district through guest speakers and cultural events.

# District Profile and Performance Report for School Year 2018-19

## Unified School District #2

### **Equitable Allocation of Resources among District Schools**

USD #2 works to ensure that every school had adequate resources to meet every student's needs. Within the district, the student population fluctuates throughout the year in each of the schools based upon the number of children sent to each of the three facilities, via the court or other referral, for treatment. The requirements articulated in students' IEPs have caused the movement of pupil services specialists and case aides based upon the needs of the students.