

**STRATEGIC SCHOOL PROFILE 2008-09**

Single Elementary School District Edition

**Voluntown Elementary School**  
**Voluntown School District**

ADAM S. BURROWS, Superintendent  
 MARY T. CHINIGO, Principal

Telephone: (860) 376-9167  
 Telephone: (860) 376-2325  
 Location: 195 Main Street Po Box 129  
 Voluntown,  
 Connecticut

Website: [www.voluntownct.org](http://www.voluntownct.org)

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) 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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: New London                      Per Capita Income in 2000: \$23,707  
 Town Population in 2000: 2,528              Percent of Adults without a High School Diploma in 2000\*: 14.1%  
 1990-2000 Population Growth: 19.6%      Percent of Adults Who Were Not Fluent in English in 2000\*: 0.2%  
 Number of Public Schools: 1              District Enrollment as % of Estimated Student Population: 96.1%  
 \*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): F 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.

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: PK- 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 306  
 5-Year Enrollment Change: -10.3%

**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	61	19.9	24.6	34.2
K-12 Students Who Are Not Fluent in English	0	0.0	3.2	7.0
Students Identified as Gifted and/or Talented	1	0.3	1.5	2.3
Students with Disabilities	24	7.8	11.5	10.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	26	92.9	79.7	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	215	88.5	87.6	84.8
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	183	181
Total Hours per Year	949	988

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art <sup>1</sup>	40	30
Computer Education <sup>1</sup>	40	17
English Language Arts	304	427
Family and Consumer Science	0	1
Health	35	22
Library Media Skills <sup>1</sup>	30	18
Mathematics	180	198
Music <sup>1</sup>	35	32
Physical Education	35	40
Science	130	98
Social Studies	120	91
Technology Education	0	2
World Languages	0	12

<sup>1</sup>Interdisciplinary approach

**Type of Kindergarten:** This school offers full-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 30 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	3.3	34.2
World Language	0.0	49.0

Average Class Size	School	DRG	State
Kindergarten	14.0	16.3	18.3
Grade 2	14.5	18.4	19.3
Grade 5	13.5	20.6	21.0
Grade 7	22.5	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	3.2	7.0
% of Gifted and/or Talented Students Who Received Services	0.0	68.0	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	87.5	83.2	80.3

## 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](http://www.iconn.org).

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Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	2.9	3.5	3.3
% of Computers with Internet Access	100.0	94.3	99.0
% of Computers that are High or Moderate Power	86.0	95.6	94.6
# of Print Volumes Per Student*	62.5	33.8	28.2
# of Print Periodical Subscriptions	4	13	13

\*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.

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## DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	25.00
Paraprofessional Instructional Assistants	7.00
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	14.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.40
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	1.66
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	19.75

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	13.0	13.4	13.3
% with Master's Degree or Above	86.2	75.8	78.1
Attendance, 2007-08: Average Days Absent Due to Illness or Personal Time	11.0	8.1	8.6
% Assigned to Same School the Previous Year	86.2	86.6	83.3

## HOME AND SCHOOL COMMUNICATION AND SUPPORT

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

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

Voluntown Elementary School participated in several activities that enhanced home/school communication and support.

- Annual Open House, Parent/Teacher Conferences.
- Our preschool teacher made home visits.
- An Early Childhood Council met on a regular basis, has parent representatives, and actively plans for parent workshops.
- A parent training program instructs parents through "The Raising Readers" Club. Grade 1 teachers provided workshops to train parents in ways to enhance their child's learning at home.
- A parenting skills series of workshops was made available to all parents in the district.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	10	3.3
Asian American	7	2.3
Black	8	2.6
Hispanic	9	2.9
White	272	88.9
Total Minority	34	11.1

**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.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

The Voluntown School District provides opportunities for reducing racial, ethnic and economic isolation by providing all high school students with the opportunity to choose one of five available high schools programs.

Multicultural days were celebrated by three different grade levels through their social studies programs.

Voluntown participated in an inter-district program entitled "Exchange City" with two other school districts, culminating in the final program being held at Johnson & Wales University in Providence.

Our Grade 4 students participated in a Lego Robotics program with another district, establishing relationships with other students through that program.

8th Grade students traveled to Boston, Massachusetts to experience an urban environment.

Intensive staff development centered on ensuring that all children became proficient readers by the end of the second grade, regardless of racial, ethnic, or economic background.

Voluntown provided a free early childhood program funded by a School Readiness Grant and free transportation for all Voluntown three-year-olds of all economic, racial and ethnic backgrounds--including children with disabilities.

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## 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	42.9	33.6	69.2
Grade 6	46.7	35.3	74.5
Grade 8	39.3	36.8	60.7

\*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	73.9	54.6	80.5
Writing	70.8	62.5	55.3
Mathematics	54.2	62.8	20.8
Grade 4 Reading	61.5	60.7	36.2
Writing	88.9	64.2	98.8
Mathematics	76.9	63.6	67.1
Grade 5 Reading	59.3	66.0	24.2
Writing	74.1	66.5	52.5
Mathematics	61.5	68.8	21.0
Science	59.3	58.1	33.3
Grade 6 Reading	82.8	68.9	65.0
Writing	83.3	62.2	85.9
Mathematics	82.8	68.8	64.4
Grade 7 Reading	60.5	74.9	12.1
Writing	44.2	62.9	12.7
Mathematics	72.1	66.0	51.6
Grade 8 Reading	75.9	68.4	51.0
Writing	51.7	66.5	16.1
Mathematics	82.8	64.5	72.3
Science	65.5	60.6	36.8

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](http://www.ctreports.gov).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	State Elementary Schools
% Present on October 1	94.4	96.2

### 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. In the 2007-08 school year, 11 students were responsible for these incidents. These students represent 3.4% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	6	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	6	0
Total	13	0

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	45
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.1%

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	2	0.5	0.8	0.8
Learning Disability	21	5.2	3.7	3.9
Intellectual Disability	1	0.2	0.5	0.5
Emotional Disturbance	4	1.0	1.1	1.0
Speech Impairment	11	2.7	2.3	2.3
Other Health Impairment*	4	1.0	1.9	2.1
Other Disabilities**	2	0.5	0.9	0.9
Total	45	11.1	11.1	11.6

\*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	4	8.9

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	31	68.9	74.5	72.7
40.1 to 79.0 Percent of Time	6	13.3	15.3	16.1
0.0 to 40.0 Percent of Time	8	17.8	10.3	11.2

**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	68.4	65.7
Writing	N/A	N/A	66.7	64.1
Mathematics	N/A	N/A	72.3	65.7
Science	N/A	N/A	62.5	59.4

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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.

<b>Participation in State Assessments of Students with Disabilities Attending District Schools</b>		
CMT	% Without Accommodations	35.7
	% With Accommodations	64.3
% Assessed Using Skills Checklist		7.1

### **DISTRICT EXPENDITURES AND REVENUES, 2007-08**

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.

<b>Expenditures</b> All figures are unaudited.	<b>Total</b> <b>(in 1000s)</b>	<b>Expenditures Per Pupil</b>			
		<b>District</b>	<b>Elementary Districts</b>	<b>DRG</b>	<b>State</b>
Instructional Staff and Services	\$2,335	\$7,558	\$7,411	\$6,983	\$7,522
Instructional Supplies and Equipment	\$211	\$683	\$332	\$294	\$271
Improvement of Instruction and Educational Media Services	\$82	\$264	\$232	\$273	\$446
Student Support Services	\$440	\$1,425	\$796	\$695	\$806
Administration and Support Services	\$571	\$1,847	\$1,508	\$1,317	\$1,369
Plant Operation and Maintenance	\$421	\$1,363	\$1,249	\$1,310	\$1,377
Transportation	\$470	\$1,044	\$610	\$670	\$644
Costs for Students Tuitioned Out *	\$429	N/A	N/A	N/A	N/A
Other	\$57	\$185	\$87	\$184	\$151
<b>Total*</b>	<b>\$5,017</b>	<b>\$15,927</b>	<b>\$12,897</b>	<b>\$11,955</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$339	\$1,098	\$1,185	\$2,326	\$1,759

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$6,252; Tuition Costs, \$1,664.

Total town expenditures per pupil for PK-12 are \$13,924.

<b>Special Education Expenditures</b>	<b>District Total</b>	<b>Percent of PK-12 Expenditures Used for Special Education</b>		
		<b>District</b>	<b>DRG</b>	<b>State</b>
	\$1,487,157	23.8	19.8	20.5

**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).

<b>District Expenditures</b>	<b>Local Revenue</b>	<b>State Revenue</b>	<b>Federal Revenue</b>	<b>Tuition &amp; Other</b>
Including School Construction	53.7	44.3	2.0	0.0
Excluding School Construction	54.1	43.8	2.1	0.0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Two programs were established at the Voluntown Elementary School. The first provided preschool opportunities for all three-year-olds in the district in a half-day, school year program. The second program established an in-house alternative school program for those students who otherwise would have been considered for outplacement programs in other districts. Both of these programs--now completing year two--have improved special education services within our public elementary school.

We also implemented a Full Day Kindergarten program in the 2008-2009 school year as an extension of our early childhood initiative.

A Curriculum Steering Committee meets on a regular basis to implement a curriculum improvement process.

The Board of Education has a three-year Strategic Plan that prioritizes finances, building and grounds, transportation, community and public relations, students as a focal point, and curriculum, learning and instruction.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

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