

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



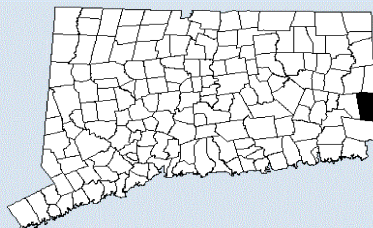
## Voluntown School District

Mr. Adam Burrows, Superintendent • 860-376-9167 • <http://www.voluntownct.org>

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	268
Per Pupil Expenditures <sup>1</sup>	\$18,219
Total Expenditures <sup>1</sup>	\$7,159,871

<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

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### 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	124	46.3	48.4
Male	144	53.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	6	2.2	12.8
Hispanic or Latino of any race	12	4.5	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	12	4.5	3.6
White	232	86.6	52.4
English Learners	0	0.0	7.6
Eligible for Free or Reduced-Price Meals	84	31.3	42.1
Students with Disabilities <sup>3</sup>	49	18.3	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	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino of any race	0	*	0	*
White	9	4.5	0	0.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	9	4.0	0	0.0
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 8**

**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

## Voluntown School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	25.0
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	13.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.8
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.8
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	22.2

<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	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	36	100.0	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	10.0

### Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	0	0
Learning Disability	22	56.4
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	29	47.5
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

## Voluntown School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	39	12.1	5.5
Other Health Impairment	*	*	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	63	19.6	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	*	*	8.2
Private Schools or Other Settings	*	*	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	\$4,768,153	\$12,133	\$10,545
Support services - students	\$481,467	\$1,744	\$1,373
Support services - instruction	\$378,924	\$1,373	\$644
Support services - general administration	\$261,888	\$949	\$462
Support services - school based administration	\$333,672	\$1,209	\$1,007
Central and other support services	\$101,369	\$367	\$671
Operation and maintenance of plant	\$358,713	\$1,300	\$1,629
Student transportation services	\$428,542	\$1,074	\$1,231
Food services	\$20,985	\$76	\$13
Enterprise operations	\$26,160	\$95	\$157
Minor school construction	.	.	\$65
Total	\$7,159,871	\$18,219	\$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	\$398,687	19.4	29.7
Instructional Aide Salaries	\$239,050	11.6	9.6
Other Salaries	\$38,840	1.9	10.4
Employee Benefits	\$124,922	6.1	13.0
Purchased Services Other Than Transportation	\$218,545	10.6	5.5
Special Education Tuition	\$949,279	46.2	22.6
Supplies	\$21,271	1.0	0.6
Property Services	\$41,563	2.0	0.4
Purchased Services For Transportation	\$18,467	0.9	8.0
Equipment	\$1,071	0.1	0.2
All Other Expenditures	\$1,171	0.1	0.1
Total	\$2,052,867	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.7	24.4

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

2017-18

	Percent of Total (%) Excluding School Construction
Local	63.6
State	34.1
Federal	2.0
Tuition & Other	0.3

<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

## Voluntown 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
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	*	*	*	*	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	6	*	6	*	*	*
White	147	76.0	147	73.1	51	78.3
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	55	78.2
Eligible for Free or Reduced-Price Meals	36	69.5	36	64.4	14	*
Not Eligible for Free or Reduced-Price Meals	128	76.4	128	73.9	41	80.2
Students with Disabilities	37	52.1	37	50.6	9	*
Students without Disabilities	127	81.5	127	78.0	46	81.6
High Needs	60	61.6	60	58.5	17	*
Non-High Needs	104	82.6	104	79.5	38	81.7
District	164	74.9	164	71.8	55	78.2

#### 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>			
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	100.0	95.8	100.0	N/A	80	98.8
Curl Up	88.9	91.7	86.2	N/A	80	88.8
Push Up	77.8	87.5	89.7	N/A	80	85.0
Mile Run/PACER	74.1	79.2	69.0	N/A	80	73.8
All Tests - District	66.7	66.7	58.6	N/A	80	63.8
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

## Voluntown 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	74.9	75	49.9	50	99.9	67.7
	High Needs Students	61.6	75	41.0	50	82.1	58.1
Math Performance Index	All Students	71.8	75	47.9	50	95.8	63.1
	High Needs Students	58.5	75	39.0	50	77.9	52.7
Science Performance Index	All Students	78.2	75	50.0	50	100.0	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	69.9%	100%	69.9	100	69.9	59.9%
	High Needs Students	62.9%	100%	62.9	100	62.9	55.1%
Math Academic Growth	All Students	79.8%	100%	79.8	100	79.8	62.5%
	High Needs Students	67.7%	100%	67.7	100	67.7	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	4.0%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	5.5%	<=5%	49.0	50	98.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		90.3%	94%	48.0	50	96.1	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.9%   63.8%	75%	21.3	50	42.5	96.4%   52.9%
Arts Access		.	60%	.	.	.	51.9%
<b>Accountability Index</b>				<b>676.5</b>	<b>850</b>	<b>79.6</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?					N
ELA Performance Index Gap	75.0	61.6	13.4	15.4	
Math Performance Index Gap	75.0	58.5	16.5	17.6	
Science Performance Index Gap	75.0	.	.	16.1	
Graduation Rate Gap	.	.	.	.	

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

<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

## Voluntown School District

### Narratives

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

School District Improvement Plans: The Board has a Strategic Plan prioritizing finances, facilities, transportation, public relations, students as a focal point, and curriculum. A Curriculum Steering Committee meets on a regular basis and updated our Language Arts (Treasures - K-5 and Traits Writing - K-8) and Mathematics (My Math - K-5) in 13/14, Language Arts and Mathematics to align to the Connecticut Core Standards in 14/15, ELA and Math Units of Study, Science to align to the Next Generation Science Standards and our Social Studies Units of Study to align to the state Framework in 15/16. In 16/17 we implemented Standards-Based Report Cards in K-4 and Foundations (K-3). Art, Music, Computer, Library, Physical Education/Health Units of Study are being updated. Professional development for teachers focuses on improving instruction, and assessment practices. Our preschool program offers a variety of experiences in a half-day program with transportation provided. Full Day Kindergarten extends early childhood initiatives to document excellent academic growth, especially as students enter first grade.

Title I offers students in 5-8 additional support with academic and study skills. SRBI systematically identifies student needs to implement academic at Tier I, II and III in reading, math and behavioral support based on Benchmark Assessment Data (STAR, DRA2, CORE, and other assessments). Our Safe School Climate Committee implemented an Eagle Electives Advisory Program and Mentoring Program to create opportunities to build positive relationships between staff and students, and among students. Service Learning Projects teach our students empathy by helping those in need. We focus on being kind to yourself and others by living a healthy lifestyle. Red Ribbon Week, a Kindness Assembly, Spirit Week, and comprehensive Health and Guidance program encourages school safety. Professional development includes Improving School Climate and Restorative Practices.

Parental Outreach Activities: Home/school communication and support includes Open House, Parent/Teacher Conferences, JHS/HS Information Night and High School Open House, JHS Science Fair, School Garden Clean-Up, Field Day, Trimester Assemblies/Annual Awards Ceremony, Family Literacy Activities, a Take-Out Pasta Dinner, and other family friendly activities.

Our Early Childhood Council met on a regular basis and includes parent representatives. Conscious Discipline workshops are made available to all parents in the district. Youth Service Bureau (YSB), in cooperation with the school, supports annual programs to strengthen our home-school connection as well as offer activities for children. A Family STEAM Night, Screen Free Week, Family Movie Nights, Fall and Spring Family Book Fair Nights, and a Family Paint Night are other outreach activities. The district/school website with a PowerSchool Parent Portal is available to parents to view up-to-date grades and assignments. Our weekly e-newsletter is available to all families/community members. School Messenger program and social media page informs families of important events.

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

Opportunities for reducing racial, ethnic, and economic isolation are provided to all high school students with the opportunity to choose one of seven available high school programs (Griswold High School, H. H. Ellis Technical High School, Killingly Agricultural Education Program, Marine Science Magnet High School, Norwich Free Academy, Norwich Technical High School, and Quinebaug Middle College) located throughout Eastern Connecticut.

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

Grade 6 students participated in a human rights unit based on Legacy program lessons. The upper grades complete units on current events. Grade 1 - 8 participated in our Annual Metric Olympics Day. Students estimated and measured in metric units, in honor of Metric Day (10-10). Each grade was assigned a country to represent in the Metric Olympic events. Students competed and had the opportunity to explore facts about their country, its national song, its flag, as well as sample food items representative of their country.

Our students raised money in support of the Leukemia and Lymphoma Society (Pennies for Patients), Jump Rope for Heart (American Heart Association), Heifer International, and the CCMC for Childhood Cancer (Vie for the Kids and Pajama Day). Our PTO hosted school-wide activities, which brought a Mexican Yarn Painting Artist and Mexican Ceramicist to our school in order to bring authentic, educational, entertaining, and diverse experiences to our students.

Intensive staff development centered on equity, diversity, tolerance, and cultural competence in order to ensure that all children became proficient readers by the end of second grade, regardless of their backgrounds.

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

## Voluntown School District

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

We have one Preschool through eighth grade school in the district, which allows for equitable distribution of resources.