

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



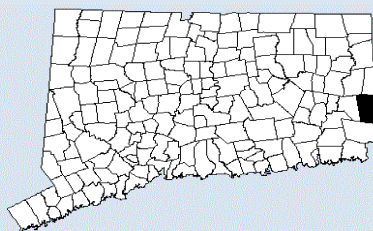
Voluntown School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	282
Per Pupil Expenditures ¹	\$19,758
Total Expenditures ¹	\$5,868,022

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	126	44.7	48.4
Male	156	55.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	8	2.8	12.8
Hispanic or Latino	7	2.5	24.8
Pacific Islander	*	*	0.1
Two or More Races	10	3.5	3.3
White	249	88.3	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	61	21.6	36.7
Students with Disabilities ¹	51	18.1	14.8

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	*
Hispanic or Latino	0	*	0	*
White	13	5.9	0	0.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	6	11.5	0	0.0
District	15	6.0	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 11

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	15.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.8
School Level	2.0
Library/Media	
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	23.8

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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	37	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	10.5

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	23	62.2
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	34	52.3
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	37	10.2	5.2
Other Health Impairment	7	1.9	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	7	1.9	1.8
All Disabilities	66	18.3	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,841,783	10,186	9,847
Instructional Supplies and Equipment	114,243	409	287
Improvement of Instruction and Educational Media Services	126,264	453	589
Student Support Services	424,794	1,523	1,120
Administration and Support Services	775,020	2,778	1,905
Plant Operation and Maintenance	368,193	1,320	1,648
Transportation	525,650	1,311	904
Costs of Students Tuitioned Out	633,617	N/A	N/A
Other	58,458	210	208
Total	5,868,022	19,758	16,535

Additional Expenditures

Land, Buildings, and Debt Service	70,875	254	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	406,919	21.8	33.8
Noncertified Personnel	283,633	15.2	14.5
Purchased Services	140,195	7.5	5.5
Tuition to Other Schools	843,136	45.2	23.4
Special Ed. Transportation	33,364	1.8	8.7
Other Expenditures	157,589	8.5	14.1
Total Expenditures	1,864,836	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.0	59.9
State	39.4	38.7
Federal	1.6	1.3
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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	0	N/A	0	N/A
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	154	74.0	154	68.7
English Learners	0	N/A	0	N/A
Non-English Learners	168	73.6	168	68.4
Eligible for Free or Reduced-Price Meals	35	71.6	35	65.4
Not Eligible for Free or Reduced-Price Meals	133	74.1	133	69.2
Students with Disabilities	38	52.0	38	46.5
Students without Disabilities	130	79.9	130	74.8
High Needs	63	61.7	63	56.3
Non-High Needs	105	80.7	105	75.6
District	168	73.6	168	68.4

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	100.0	96.3	100.0	N/A	81	98.8
Curl Up	84.6	92.6	96.4	N/A	81	91.4
Push Up	80.8	85.2	96.4	N/A	81	87.7
Mile Run/PACER	80.8	77.8	75.0	N/A	81	77.8
All Tests - District	69.2	66.7	75.0	N/A	81	70.4
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.6	75	49.1	50	98.1	67.6
	High Needs Students	61.7	75	41.1	50	82.3	57.5
Math Performance Index	All Students	68.4	75	45.6	50	91.2	62.7
	High Needs Students	56.3	75	37.6	50	75.1	52.0
ELA Academic Growth	All Students	59.6%	100%	59.6	100	59.6	60.7%
	High Needs Students	53.0%	100%	53.0	100	53.0	55.6%
Math Academic Growth	All Students	65.4%	100%	65.4	100	65.4	61.9%
	High Needs Students	64.9%	100%	64.9	100	64.9	55.4%
Chronic Absenteeism	All Students	6.0%	<=5%	47.9	50	95.8	10.7%
	High Needs Students	9.0%	<=5%	42.0	50	84.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		90.6%	94%	48.2	50	96.4	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.0% 70.4%	75%	46.9	50	93.8	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				601.4	800	75.2	

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?					Y
ELA Performance Index Gap	75.0	61.7	13.3	15.9	
Math Performance Index Gap	75.0	56.3	18.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
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	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

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: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

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 Ceramacist 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.

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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.