

**STRATEGIC SCHOOL PROFILE 2007-08**

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  
 Voluntown,  
 Connecticut

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

---

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220© 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).

---

**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: 94.8%  
 \*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.

---

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.

---

**TYPE OF SCHOOL**

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

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 309  
 5-Year Enrollment Change: -9.9%

**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	54	17.5	21.8	33.1
K-12 Students Who Are Not Fluent in English	0	0.0	2.9	7.3
Students Identified as Gifted and/or Talented	5	1.6	0.8	2.3
Students with Disabilities	29	9.4	11.5	10.8
Kindergarten Students who Attended Preschool, Nursery School or Headstart	23	92.0	78.3	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	255	93.1	90.2	86.8
Homeless	0	0.0	0.1	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	948	987

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art*	30	31
Computer Education*	30	17
English Language Arts*	413	425
Family and Consumer Science	0	1
Health*	22	23
Library Media Skills	0	18
Mathematics	165	199
Music	38	33
Physical Education	50	40
Science	100	97
Social Studies*	100	92
Technology Education	0	1
World Languages	0	10

\*Interdisciplinary Approach

**Type of Kindergarten:** This school offers half-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	45.0	31.2
World Language	0.0	46.4

Average Class Size	School	DRG	State
Kindergarten	12.5	16	18.1
Grade 2	13.0	17.8	19.3
Grade 5	14.0	19.7	20.9
Grade 7	13.5	19.7	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	2.9	7.1
% of Gifted and/or Talented Students Who Received Services	0.0	66.4	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	79.3	80.8	79.1

## 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).

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	2.4	3.8	3.4
% of Computers with Internet Access	100.0	91.8	98.3
% of Computers that are High or Moderate Power	87.5	93.1	91.7
# of Print Volumes Per Student*	59.7	32.7	27.7
# of Print Periodical Subscriptions	2	13	16

\*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.

## DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education: Teachers and Instructors	22.00
Paraprofessional Instructional Assistants	7.00
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	12.00
Library/Media Specialists and Assistants	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	2.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	1.67
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	21.25

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	12.7	13.2	13.2
% with Master's Degree or Above	80.8	72.7	77.9
Attendance, 2006-07: Average Days Absent Due to Illness or Personal Time	17.0	8.2	8.7
% Assigned to Same School the Previous Year	69.2	71.1	72.5

## 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.

One activity involved the classroom teacher making home visits to all students in our preschool classes.

A second activity was a parent training course instructing 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	13	4.2
Asian American	6	1.9
Black	3	1.0
Hispanic	14	4.5
White	273	88.3
Total Minority	36	11.7

**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.

---

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

---

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 the opportunity to choose the high school they wish to attend.

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

We 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 classes participated with "technology buddies" in other school districts. Our Grade 2 students' technology program was highlighted at the Apple Store located in the Providence Place Mall in Providence, Rhode Island.

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

---

## 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	44.0	33.8	73.3
Grade 6	22.2	35.4	28.7
Grade 8	30.0	37.0	34.4

\*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	51.7	52.0	36.2
Writing	72.4	63.4	57.1
Mathematics	48.3	60.0	14.7
Grade 4 Reading	55.6	55.9	34.2
Writing	77.8	62.9	74.8
Mathematics	81.5	60.3	84.9
Grade 5 Reading	60.7	62.2	27.2
Writing	67.9	64.5	37.7
Mathematics	57.1	65.9	21.0
Science	64.3	54.9	45.1
Grade 6 Reading	56.1	66.3	15.5
Writing	58.5	61.9	28.6
Mathematics	58.5	66.4	19.6
Grade 7 Reading	77.8	71.1	42.6
Writing	48.3	62.0	14.8
Mathematics	82.8	63.0	80.6
Grade 8 Reading	82.9	64.8	77.4
Writing	75.6	63.4	57.9
Mathematics	82.9	60.8	83.6
Science	78.0	58.6	71.7

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.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."

Student Attendance	School	State Elementary Schools
% Present on October 1	94.8	96.4

### 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 2006-07 school year, 22 students were responsible for these incidents. These students represent 6.8% of the estimated number of students who attended this school at some point during the 2006-07 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, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	3	0
Personally Threatening Behavior	3	0
Theft	0	0
Physical/Verbal Confrontation	15	0
Fighting/Battery	9	0
Property Damage	1	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	9	0
Total	41	0

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	51
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.3%

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	0	0.0	0.6	0.7
Learning Disability	21	5.1	3.8	4.0
Intellectual Disability	2	0.5	0.5	0.5
Emotional Disturbance	4	1.0	1.2	1.0
Speech Impairment	16	3.9	2.3	2.4
Other Health Impairment*	6	1.4	2.0	2.1
Other Disabilities**	2	0.5	0.8	0.9
Total	51	12.3	11.2	11.5

\*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	1	2.0
Private Schools or Other Settings	7	13.7

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	32	62.7	70.9	71.6
40.1 to 79.0 Percent of Time	8	15.7	18.2	16.6
0.0 to 40.0 Percent of Time	11	21.6	10.9	11.8

**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	64.8	62.1
Writing	N/A	N/A	66.7	63.0
Mathematics	N/A	N/A	68.7	62.7
Science	N/A	N/A	72.5	56.8

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	25.0
	% With Accommodations	75.0
	% Assessed Using Skills Checklist	12.5

### **DISTRICT EXPENDITURES AND REVENUES, 2006-07**

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> (in 1000s)	<b>Expenditures Per Pupil</b>			
		<b>District</b>	<b>Elementary Districts</b>	<b>DRG</b>	<b>State</b>
Instructional Staff and Services	\$2,184	\$7,023	\$7,141	\$6,567	\$7,159
Instructional Supplies and Equipment	\$106	\$339	\$314	\$282	\$266
Improvement of Instruction and Educational Media Services	\$30	\$96	\$219	\$246	\$429
Student Support Services	\$412	\$1,325	\$732	\$662	\$761
Administration and Support Services	\$473	\$1,521	\$1,370	\$1,231	\$1,271
Plant Operation and Maintenance	\$337	\$1,085	\$1,146	\$1,282	\$1,322
Transportation	\$416	\$902	\$575	\$632	\$601
Costs for Students Tuitioned Out *	\$514	N/A	N/A	N/A	N/A
Other	\$45	\$144	\$62	\$166	\$145
<b>Total*</b>	<b>\$4,517</b>	<b>\$13,984</b>	<b>\$12,187</b>	<b>\$11,296</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$356	\$1,146	\$1,737	\$2,587	\$1,882

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$5,847; Tuition Costs, \$1,844.

Total town expenditures per pupil for PK-12 are \$12,710.

#### **Special Education Expenditures**

Total Expenditures	\$1,671,067
Percent of Total PK-12 Expenditures Used for Special Education	28.6%

**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	53.1	44.6	2.2	0.1
Excluding School Construction	53.5	44.0	2.4	0.1

---

**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this school.

Two new programs were established at the Voluntown Elementary School in the 2007-2008 school year.

The first program provided preschool opportunities for all three-year-old children in the district in a half-day, full 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 improved special education services within our public elementary school.

---

**SUPPLEMENTAL SCHOOL INFORMATION**

---

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

---