

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



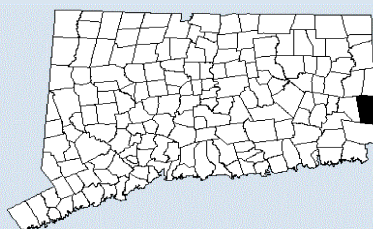
Voluntown School District

Mr. Adam Burrows, Superintendent • 860-376-9167 • www.voluntownct.org

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | PK-8 |
| Number of Schools/Programs | 1 |
| Enrollment | 303 |
| Per Pupil Expenditures ¹ | \$17,136 |
| Total Expenditures ¹ | \$5,603,583 |

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 138 | 45.5 | 48.3 |
| Male | 165 | 54.5 | 51.6 |
| American Indian or Alaska Native | * | * | 0.2 |
| Asian | * | * | 4.9 |
| Black or African American | 7 | 2.3 | 12.8 |
| Hispanic or Latino | 8 | 2.6 | 23.0 |
| Pacific Islander | * | * | 0.0 |
| Two or More Races | 11 | 3.6 | 2.7 |
| White | 268 | 88.4 | 55.9 |
| English Learners | 0 | 0.0 | 6.4 |
| Eligible for Free or Reduced-Price Meals | 66 | 21.8 | 38.0 |
| Students with Disabilities ¹ | 58 | 19.1 | 13.7 |

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 | * | * | * | * |
| Male | * | * | * | * |
| Black or African American | * | * | * | * |
| Hispanic or Latino | 0 | * | 0 | * |
| White | * | * | * | * |
| English Learners | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 0 | 0.0 | * | * |
| Students with Disabilities | * | * | * | * |
| District | 8 | 3.1 | * | * |
| State | | 9.6 | | 7.0 |

Number of students in 2014-15 qualified as truant under state statute: 9

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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Voluntown School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|------|
| General Education | |
| Teachers and Instructors | 26.0 |
| Paraprofessional Instructional Assistants | 0.0 |
| Special Education | |
| Teachers and Instructors | 4.0 |
| Paraprofessional Instructional Assistants | 14.4 |
| 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 | 21.3 |

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 | 1.0 |
| Black or African American | 0 | 0.0 | 3.5 |
| Hispanic or Latino | 0 | 0.0 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 37 | 100.0 | 91.7 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 100.0 |
| District Poverty Quartile: Middle | |
| State High Poverty Quartile Schools | 97.6 |
| State Low Poverty Quartile Schools | 99.6 |

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 8.4 | 9.4 |

Instruction and Resources

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

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | * | * |
| Emotional Disturbance | 0 | 0 |
| Intellectual Disability | 0 | 0 |
| Learning Disability | 23 | 71.9 |
| Other Health Impairment | 0 | 0 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 8 | * |
| District | 33 | 52.4 |
| State | | 68.8 |

³Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | * | * | 1.6 |
| Emotional Disturbance | * | * | 1.0 |
| Intellectual Disability | * | * | 0.5 |
| Learning Disability | 32 | 8.4 | 4.6 |
| Other Health Impairment | 6 | 1.6 | 2.8 |
| Other Disabilities | * | * | 1.0 |
| Speech/Language Impairment | 16 | 4.2 | 1.9 |
| All Disabilities | 65 | 17.1 | 13.4 |

¹Grades K-12

Overall Expenditures:³ 2014-15

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 2,741,744 | 8,760 | 9,387 |
| Instructional Supplies and Equipment | 109,256 | 349 | 318 |
| Improvement of Instruction and Educational Media Services | 133,088 | 425 | 541 |
| Student Support Services | 538,502 | 1,720 | 1,048 |
| Administration and Support Services | 700,767 | 2,239 | 1,790 |
| Plant Operation and Maintenance | 414,277 | 1,324 | 1,608 |
| Transportation | 389,556 | 908 | 845 |
| Costs of Students Tuitioned Out | 515,604 | N/A | N/A |
| Other | 60,789 | 194 | 194 |
| Total | 5,603,583 | 17,136 | 15,762 |

Additional Expenditures

| | | | |
|-----------------------------------|---|---|-------|
| Land, Buildings, and Debt Service | 0 | 0 | 1,524 |
|-----------------------------------|---|---|-------|

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

Special Education Expenditures: 2014-15

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 507,529 | 29.3 | 35.1 |
| Noncertified Personnel | 249,201 | 14.4 | 14.5 |
| Purchased Services | 124,696 | 7.2 | 5.5 |
| Tuition to Other Schools | 683,372 | 39.5 | 21.6 |
| Special Ed. Transportation | 7,280 | 0.4 | 8.3 |
| Other Expenditures | 158,772 | 9.2 | 15.0 |
| Total Expenditures | 1,730,850 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴

2014-15

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 57.1 | 57.1 |
| State | 41.1 | 41.1 |
| Federal | 1.9 | 1.9 |
| 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).

District Profile and Performance Report for School Year 2015-16

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 | * | * | * | * | * | * |
| Black or African American | * | * | * | * | * | * |
| Hispanic or Latino | * | * | * | * | 0 | N/A |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | 7 | * | 7 | * | * | * |
| White | 158 | 72.5 | 158 | 67.4 | 60 | 59.1 |
| English Learners | 0 | N/A | 0 | N/A | 0 | N/A |
| Non-English Learners | 176 | 73.1 | 176 | 67.6 | 66 | 59.0 |
| Eligible for Free or Reduced-Price Meals | 40 | 68.6 | 40 | 65.9 | 16 | * |
| Not Eligible for Free or Reduced-Price Meals | 136 | 74.5 | 136 | 68.1 | 50 | 61.0 |
| Students with Disabilities | 43 | 55.6 | 43 | 52.8 | 19 | * |
| Students without Disabilities | 133 | 78.8 | 133 | 72.3 | 47 | 62.8 |
| High Needs | 72 | 63.2 | 72 | 60.0 | 29 | 53.7 |
| Non-High Needs | 104 | 80.1 | 104 | 72.8 | 37 | 63.2 |
| District | 176 | 73.1 | 176 | 67.6 | 66 | 59.0 |

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

| | NAEP 2015 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 43% | 50% |
| National Public | 35% | 33% | 36% |
| MATH | | | |
| Connecticut | 41% | 36% | 32% |
| National Public | 39% | 32% | 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 | 10 | Count | Rate (%) |
| Sit & Reach | 100.0 | 100.0 | 93.1 | N/A | 85 | 97.6 |
| Curl Up | 96.6 | 88.9 | 93.1 | N/A | 85 | 92.9 |
| Push Up | 82.8 | 96.3 | 69.0 | N/A | 85 | 82.4 |
| Mile Run/PACER | 58.6 | 70.4 | 37.9 | N/A | 85 | 55.3 |
| All Tests - District | 44.8 | 66.7 | 37.9 | N/A | 85 | 49.4 |
| All Tests - State | 50.6 | 49.8 | 50.6 | 51.1 | | 50.5 |

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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

| Indicator | | Index/Rate | Target | Points | Max | % Points | State Average |
|---|---------------------|---------------|--------|--------------|------------|-------------|---------------|
| ELA Performance Index | All Students | 73.1 | 75 | 48.8 | 50 | 97.5 | 67.7 |
| | High Needs Students | 63.2 | 75 | 42.1 | 50 | 84.2 | 56.7 |
| Math Performance Index | All Students | 67.6 | 75 | 45.1 | 50 | 90.1 | 61.4 |
| | High Needs Students | 60.0 | 75 | 40.0 | 50 | 80.0 | 49.9 |
| Science Performance Index | All Students | 59.0 | 75 | 39.4 | 50 | 78.7 | 57.5 |
| | High Needs Students | 53.7 | 75 | 35.8 | 50 | 71.6 | 47.0 |
| ELA Academic Growth | All Students | 58.4% | 100% | 58.4 | 100 | 58.4 | 63.8% |
| | High Needs Students | 50.4% | 100% | 50.4 | 100 | 50.4 | 58.3% |
| Math Academic Growth | All Students | 75.2% | 100% | 75.2 | 100 | 75.2 | 65.0% |
| | High Needs Students | 74.6% | 100% | 74.6 | 100 | 74.6 | 57.4% |
| Chronic Absenteeism | All Students | 3.1% | <=5% | 50.0 | 50 | 100.0 | 9.6% |
| | High Needs Students | 5.1% | <=5% | 49.8 | 50 | 99.6 | 15.6% |
| Preparation for CCR | % Taking Courses | N/A | 75% | 0.0 | 0 | 0.0 | 67.6% |
| | % Passing Exams | N/A | 75% | 0.0 | 0 | 0.0 | 40.7% |
| On-track to High School Graduation | | 92.1% | 94% | 49.0 | 50 | 98.0 | 85.1% |
| 4-year Graduation All Students (2015 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 87.2% |
| 6-year Graduation - High Needs Students (2013 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 78.6% |
| Postsecondary Entrance (Class of 2015) | | N/A | 75% | 0.0 | 0 | 0.0 | 71.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 92.4% 49.4% | 75% | 32.9 | 50 | 65.9 | 89.2% 50.5% |
| Arts Access | | N/A | 60% | 0.0 | 0 | 0.0 | 47.5% |
| Accountability Index | | | | 691.5 | 900 | 76.8 | |

| 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? | | | | | N |
| ELA Performance Index Gap | 75.0 | 63.2 | 11.8 | 16.5 | |
| Math Performance Index Gap | 72.8 | 60.0 | 12.8 | 18.9 | |
| Science Performance Index Gap | 63.2 | 53.7 | 9.5 | 17.2 | |
| 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: 51.4**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Voluntown School District

Narratives

School District Improvement Plans and Parental Outreach Activities

School District Improvement Plans: The Board of Education has a four-year Strategic Plan that prioritizes finances, building and grounds, transportation, community and public relations, students as a focal point, and curriculum, learning, and instruction. A Curriculum Steering Committee meets on a regular basis to implement a curriculum improvement process. In 13/14 we updated a significant portion of our English Language Arts program (Treasures - Grades K-5 and Traits Writing - Grades K-8) and of our Mathematics program (My Math - Grades K-5). We have been working on implementing the Connecticut Core Standards and our new materials into our curriculum units, as well as integrating curriculum among disciplines. Professional development activities and monthly meetings for teachers focus around improving English Language Arts and Mathematics instruction. Our preschool program for all three and four-year olds in the district offered a variety of educational experiences in a half-day, school year program and we provided transportation to and from school. We also implemented a Full Day Kindergarten program in 2008-2009 as an extension of our early childhood initiative and continue to document excellent academic growth of students, especially as they enter first grade.

A Title I After School Tutorial program for grades 4-8 offered additional support for students to further develop their academic and study skills. Appropriate SRBI Tier I, II, and III academic support was also implemented to systematically identify student needs and implement support in reading and math based on Benchmark Assessment Data (STAR, DRA, and District assessments). The SRBI Behavior Committee met on a regular basis in order to implement our School Climate Improvement Plan and utilize our Benchmark Assessment Data.

Parental Outreach Activities: Voluntown Elementary School participated in several activities that enhanced home/school communication and support (Open House, Parent/Teacher Conferences, JHS/HS Information Night and High School Open House, Screen Free Week, Camp Read Sa™ More Family Night, and other Family Friendly activities).

Our preschool makes home visits to all new preschool children. Our Early Childhood Council met on a regular basis and this team included parent representatives. This council actively planned for parent workshops. A parenting skills series of workshops, Conscious Discipline, was made available to all parents in the district. An interactive, music and movement program, a€œMusic with Margiea€ , was held at the end of the year to help parents learn ways to include music in their childrena€™s daily lives. In collaboration with the Youth Service Bureau, we hosted our 2nd Annual a€œTeddy Bear Pajama Picnica€ , to strengthen our home-school connection. Families came to enjoy dinner, and cycled through a night full of activities with their children. In collaboration with our PTO, we hosted Family Movie Nights and Fall and Spring Family Book Fair Nights. Teacher websites were available to parents/students. Power School program offered parents of students in Grades 6-8 the opportunity to view up-to-date student grades online.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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 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 and free transportation for all Voluntown three- and four-year-olds of all racial, ethnic, and economic backgrounds, including children with disabilities. Voluntown participated in an inter-district program, Legacy, through our local RESC, EASTCONN. Grade 6 students met and worked on assignments together with students from various schools as well as DARE activities with schools across Connecticut.

Our Grade 8 students attended the a€œSpread the Word Awareness Daya€ at NFA. Our Grade 1 through 8 students participated in our first Annual Metric Olympics Day. Students participated in a variety of events where they will estimate and measure in metric units, in honor of Metric Day (10-10-2015). Each grade was assigned a country to represent in the Metric Olympic events. Throughout the day, as students competed, they also had the opportunity to explore facts about their country, its national song, and 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) and the CCMC for Childhood Cancer (Vie for the Kids and Pajama Day).

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

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Equitable Allocation of Resources among District Schools

We have one PreSchool through eighth grade school in the district that allows for equitable distribution of resources.