

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



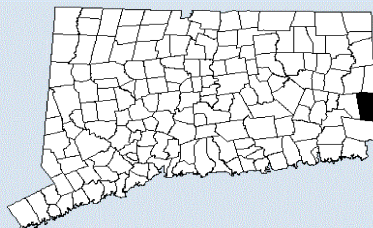
Voluntown School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	264
Per Pupil Expenditures ¹	\$20,028
Total Expenditures ¹	\$7,310,186

¹ Expenditure data reflect the 2018-19 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 2019-20 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 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	126	47.7	48.4
Male	138	52.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	6	2.3	12.7
Hispanic or Latino of any race	11	4.2	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	13	4.9	3.8
White	227	86.0	51.1
English Learners	0	0.0	8.3
Eligible for Free or Reduced-Price Meals	86	32.6	43.3
Students with Disabilities ³	49	18.6	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	8	7.6	0	0.0
Male	9	7.8	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	*
White	13	6.9	0	0.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	12.3	0	0.0
Students with Disabilities	*	*	0	0.0
District	17	7.7	0	0.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 9

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ 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 2019-20

Voluntown School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	16.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.8
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.8
Counselors, Social Workers and School Psychologists	2.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	22.2

¹ 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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	1	2.8	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	35	97.2	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	27	75.0
Other Health Impairment	6	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	41	59.4
State		67.8

² 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	9	2.8	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	7	2.2	0.5
Learning Disability	36	11.1	5.7
Other Health Impairment	7	2.2	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	71	21.9	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$4,807,772	\$13,172	\$10,923
Support services - students	\$493,561	\$1,870	\$1,277
Support services - instruction	\$327,580	\$1,241	\$682
Support services - general administration	\$293,263	\$1,111	\$467
Support services - school based administration	\$276,497	\$1,047	\$1,021
Central and other support services	\$103,134	\$391	\$679
Operation and maintenance of plant	\$434,989	\$1,648	\$1,718
Student transportation services	\$515,936	\$1,372	\$1,288
Food services	\$16,839	\$64	\$12
Enterprise operations	\$28,925	\$110	\$163
Minor school construction	\$11,691	\$44	\$59
Total	\$7,310,186	\$20,028	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$425,753	22.1	28.5
Instructional Aide Salaries	\$235,409	12.2	10.1
Other Salaries	\$33,996	1.8	11.1
Employee Benefits	\$139,549	7.2	13.0
Purchased Services Other Than Transportation	\$230,490	11.9	5.7
Special Education Tuition	\$803,597	41.6	22.5
Supplies	\$25,058	1.3	0.6
Property Services	\$11,637	0.6	0.3
Purchased Services For Transportation	\$23,572	1.2	8.0
Equipment	\$611	0.0	0.2
All Other Expenditures	\$625	0.0	0.1
Total	\$1,930,297	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.4	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	62.2
State	35.0
Federal	2.3
Tuition & Other	0.4

⁴ 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 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	7.7%	<=5%	12.2%
	High Needs Students	10.5%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		90.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Voluntown School District

Narratives

School District Improvement Plans and Parental Outreach Activities

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 also 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 allows students in grades 5-8 to receive 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, CORE, and other assessments). Our Safe School Climate Committee implemented an 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. 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 Parent/Teacher Conferences, JHS/HS Information and a High School survey of student choice from eight designated high schools. During non-COVID times we schedule a 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 meets 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, North Stonington Wheeler High School, 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 three- and four-year-old students in Voluntown 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 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.